



ANNUAL REPORT
OF THE
STATE SUPERINTENDENT
OF
PUBLIC SCHOOLS OF NEW JERSEY,
FOR THE YEAR 1859.

To the Senate and General Assembly of the State of New Jersey :

In compliance with the provisions of the "Act establishing Public Schools," it becomes my duty again to report to you the condition of the public schools and of the cause of education in New Jersey, for the year ending December 15th, 1859. In the discharge of this duty, it affords me great pleasure to inform you that the statistical and other information received at this office for the year just closed, furnish many evidences of educational progress in every branch of our school system. They show not only the increasing interest of the people in the great work of popular education, but the growing conviction that our public schools have become one of the most im-

portant institutions of the State, identified with its progress, and destined to exert a powerful influence in the production of all those elements which tend to develop and form the character of an intelligent and virtuous people.

The care and management of our schools is an important work, requiring not only liberal provision for their support, but the cordial co-operation of the people, and the employment of all those means which experience has shown best calculated to remove existing evils, and which will secure to the children of the State, and the successive generations who shall succeed them, the blessings of a good education.

My object, in this report, is to present you with such facts in my possession as will enable you to judge correctly of the present condition, progress, and future prospects of our public schools, with such suggestions as to the operation of existing laws as are necessary to a proper understanding of the subject, and such modifications of them as will, if adopted, give greater efficiency and success to the system.

Appended to this report will be found a full abstract of the reports of the superintendents of the various cities and townships in the State, which, though imperfect in some respects, is a much closer approximation to the truth in our educational statistics than of any former year, because obtained with greater care and from more accurate and reliable data.

They inform us of the number of children of legal school age residing in the State, what each city and township is doing for their training and education, and furnish a safe basis for legislative action.

From these statistics the following summary is derived :

Whole number of cities and townships in the State, two hundred and one.

Reports have been received from one hundred and eighty-nine, leaving but twelve that have not made the report required by law—a less number than in any former year.

The townships that have not reported are: Centre, Washington, and Wiuslow, in the county of Camden; Deerfield, in

Cumberland; Milburn, in Essex; Weehawken, in Hudson; Franklin and Union, in Hunterdon; Shrewsbury, in Monmouth; Pittsgrove, in Salem; Walpack, in Sussex; and Pahaquarry, in Warren.

Whole number of school districts in the State, fourteen hundred and sixty—an increase of five over the preceding year.

Whole number of public schools established in the several cities and townships of the State, sixteen hundred and ninety—an increase of fifty-one over the preceding year.

Whole number of children between the ages of five and eighteen years, residing in the several cities and townships of the State, as ascertained from the reports of the district trustees and other officers to the Town Superintendents, one hundred and eighty-seven thousand seven hundred and ninety-nine—an increase over the preceding year of three thousand three hundred and twenty-nine.

What an array of children—the future hope of the State! whose education, properly and systematically conducted, is a question of far more vital importance than any local or material interest can ever be; and it behooves the Legislature, in the discharge of a solemn and responsible duty, so to act as to secure to the children such an education as will enable them to become wise and useful men and women, prepared to discharge with fidelity and success the duties incumbent on them as American citizens.

Number of children reported as attending school twelve months, (allowance being made for the usual vacations,)	27,028
Number attending nine months, but less than twelve,	24,277
“ “ six “ “ nine,	31,565
“ “ three “ “ six,	30,596
“ “ a less period than three months,	16,991
“ “ over the age of eighteen years,	1,291

Making the whole number of children who have attended school during the year, . . . 131,748

A highly favorable result, yet exhibiting the lamentable fact, that of the one hundred and eighty-seven thousand seven hundred and ninety-nine children in the State of legal school age, (allowance being made for such as are educated in private and other schools,) there are at least thirty thousand who are not availing themselves of the advantages for education which our schools afford.

How far this may be remedied by proper legislation is an important question for your careful consideration.

The average number of children in daily attendance at the public schools is sixty-five thousand four hundred and seventy-five.

Average number of months the schools have been kept open, nine and a quarter.

The average amount paid per quarter for tuition, one dollar and twenty-six cents.

Free schools have been maintained in forty-eight of the cities and townships of the State, while in eighteen of the townships no money has been raised by tax for the support of schools.

Total amount of money raised and appropriated for the support of schools, \$539,532.45.

Raised by tax for the support of schools,	\$353,275.12
“ “ in addition, for building, repairing, and furnishing school houses,	55,659.56
Received from the State, as reported,	87,280.57
“ “ other sources, specified in the re- ports,	43,317.20

The amount reported as received from the State exceeds the State appropriation seven thousand two hundred and eighty dollars and fifty-seven cents, which excess is occasioned by blending with the State appropriation other money appropriated by the counties for school purposes. It properly belongs to the item of money received from other sources specified in the report, so that the items composing the amount of

money appropriated and raised for the support of schools for the year ending December 15th, 1859, is as follows :

By the State, for the support of the Normal School,	\$10,000.00
By the State, for the support of the Farnum Preparatory School,	1,200.00
By the State, for the support of Public Schools,	80,000.00
Raised by tax, " " " "	353,275.12
" " for building, repairing, and furnishing school houses,	55,659.56
Received from other sources, being chiefly the interest on the surplus revenue appropriated by the counties for the support of schools,	50,597.77
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Making a total of	\$550,732.45

An increase over the preceding year of twelve thousand nine hundred and sixty dollars and twenty-eight cents, (\$12,960.28,) and which might be largely increased were the money raised so appropriated as to render it most effective in sustaining the schools.

The number of teachers employed in all the public schools is twenty-one hundred and sixteen. Males, eleven hundred and eighty-three ; females, nine hundred and thirty-three.

The average salary per annum paid to male teachers was three hundred and ninety-eight dollars ; to females, two hundred and thirty-four dollars.

THE NORMAL SCHOOL.

This Institution now enjoys a higher degree of prosperity than at any former period in its history, and is exerting a powerful influence for good on the educational interests of the State.

The following statistics, kindly furnished by the Principal,

will afford a proper idea of the progress of the school, from its organization, in the item of attendance :

	Males.	Females.	Total.
First Term,	13	31	44
Second "	22	47	69
Third "	25	62	87
Fourth "	21	69	90
Fifth "	35	85	120
Sixth "	29	68	97
Seventh "	31	87	118
Ninth "	38	71	109
Tenth "	43	97	140

From which it appears that the number of pupils in attendance for the last term was greater than at any former period.

Since the opening of the year 1859, the interest manifested in the objects of the Normal School by those for whose special improvement it was established, has greatly increased, and the reality of this feeling is verified by the figures above given.

In the report of the principal to the Board of Trustees for the last year it was stated that the total number of pupils instructed in the institution from its organization, in 1855, to the date of that report, was two hundred and sixty-four, to which may be added for the last and present terms ninety-two, making a total of three hundred and fifty-six. Of this number one hundred and ten were males, and two hundred and forty-six females.

Whole number instructed in the Normal School since its organization, three hundred and fifty-six.

Number now in the school, one hundred and forty.

Number who have left the school, two hundred and sixteen.

This number does not, of course, represent the whole number actually engaged in teaching in the Public Schools of the

State, but from accurate and reliable data received by the Principal of the residences and occupations of those who have gone out from the institution, very few have failed to fulfill their obligations to the State. Nearly all have engaged in teaching, and by far the greater number have been eminently successful.

From investigations now in progress by the Principal, he hopes to be able to present to the Legislature in connection with the report of the Trustees of the Normal School, the number of those now engaged in teaching in our Public Schools.

From the very nature of the case, it is impossible that all who enter the Normal School or graduate from it, should become successful teachers; many must of necessity be admitted who have no natural adaptation to the work, and upon whom all the labor of special preparation will be nearly or quite bestowed in vain. To require of a Normal School that it should transform all who resort to it into skillful and successful teachers, would be to demand of it what is asked of no other human institution. Every department of human activity furnishes its quota of unsuccessful experimenters and disappointed practitioners. Should less be expected of Normal Schools and of the great domain of education?

What a marvelous combination of high qualities of skill, talents, attainments, tact, energy, faith, patience, hope and love are required to make a really good and successful teacher?

In no field of effort is there more complexity and greater need for an implicit reliance upon the gifts of Divinity.

But the results that have already flown from the establishment of the Normal School are not to be measured alone by the number of pupils in attendance, or by the success of those who have gone forth from the institution to engage in the work of teaching.

The indirect influence of a good teacher is even greater than that which he exerts over the particular school which he conducts.

Others seeing his good works are stimulated to greater efforts of self improvement, others are led to emulate and imitate his example, the public sentiment is elevated, and a higher standard of education is established far beyond the immediate circle in which he moves.

The revolution which is now going on throughout the State on the great subject of popular education is traceable, in no small degree, to the spirit which the Normal School has engendered.

The demand for better teachers is growing daily more urgent, and the full capacity of the institution should be at once taxed to enable it to meet, even partially, this demand.

The Normal School justly occupies a prominent position in our system of general education, and is calculated, if rightly improved, not only to furnish good teachers for our public schools, but an instrument of great power in diffusing among the teachers of the State, and the people generally, such information as shall greatly aid in promoting the interests of education. An effort will be made, through the medium of teachers' institutes and other educational associations, to secure to the people of the State and the cause of education the full benefits of this institution.

THE MODEL SCHOOL.

The Model School, as a school of observation and practice for the pupils of the Normal School, continues to fulfill, in an eminent degree, the objects of its institution. The average number of pupils in attendance, during the past year, was two hundred and fifteen.

THE FARNUM PREPARATORY SCHOOL.

The Farnum Preparatory School, at Beverly, is in a prosperous condition. The number of pupils in attendance at the

present time is one hundred. Of those in the preparatory department, twenty-three, are preparing themselves for the work of teaching. Some changes have occurred in the board of instruction, as well as in the management of the school.

The school is at present under the charge of Charles R. Abbott, as principal, with a competent corps of assistants, whose labors in this department of the work are doing much to promote the interests of common school education and to reward the munificence of its noble and generous hearted founder.

In this connection it is with regret I am called upon to announce the death of Paul Farnum, the founder of this institution, which took place on the eighteenth day of October last, at his residence in Beverly.

Mr. Farnum was a native of Massachusetts. He came to New Jersey in 1840, and has, ever since he came among us, taken an active interest in all measures having for their object the education of the people and the good of his fellow men. In 1855 he became particularly interested in the success of the Normal School, and was the first to offer to the trustees of that institution, for the use of the school, the building then in progress of erection by him in the borough of Beverly, but which, for reasons set forth in the report of the trustees for that year, they were compelled to decline.

In 1856, having completed the building and furnished it in the most approved manner, at a cost of twenty thousand dollars, he again tendered it to the trustees of the Normal School for educational purposes, but they having no authority to accept in behalf of the State for such purpose, Mr. Farnum was again disappointed. The idea was then suggested of converting it into a school auxiliary to the State Normal School, for the purpose of completing our State educational system for the training and education of teachers for our public schools, by furnishing that elementary training and preparation necessary to be possessed by those who intend to fit themselves for the work of teaching before entering the Normal School.

This idea was adopted by Mr. Farnum, and in accordance with his long cherished design of doing something for the cause of education in New Jersey, he tendered it to the State for this purpose, and accordingly, on the twenty-sixth day of February, 1857, through John H. Phillips, State Superintendent of Public Schools, this proposition of Mr. Farnum was presented to the Legislature, then in session. By it he agreed to give and devise, by his last will and testament duly executed, the three story brick building erected by him in the borough of Beverly, with the lot on which it stands, in trust to the State of New Jersey, for the use of the Farnum Preparatory School, to endow it with twenty thousand dollars, the interest of which should be annually applied to its support; on condition that the State would appropriate annually the sum of twelve hundred dollars for the support of the school.

This proposition was favorably received by the Legislature, and, in accordance therewith, an act was promptly passed securing to the State the benefits of this noble contribution of Mr. Farnum to the cause of education.

Mr. Farnum has passed from among the scenes of his usefulness on earth, but the monument he has erected is imperishable. The good work he so nobly began will continue to bless the race through long coming years.

Let his eulogium be written in the grateful hearts of every son and daughter of New Jersey, and of every friend of humanity throughout all coming time.

TEACHERS' INSTITUTES.

Teachers' Institutes have been held during the year in all the counties of the State except Monmouth and Passaic, at the time and place designated in the following table :

Counties.	Time of Meeting.	Place.
Atlantic, . .	June 20th,	Pleasantville.
Bergen, . .	October 3d,	Hohokus.
Burlington, . .	May 3d,	Beverly.
Camden, . .	November 28th,	Blackwoodtown.
Cape May, . .	June 13th,	Cape May Court House.
Cumberland, . .	April 25th,	Bridgeton.
Essex, . . .	March 28th,	Newark.
Gloucester, . .	August 2d,	Paulsboro.
Hudson, . . .	June 27th,	Hudson City.
Hunterdon, . .	August 22d,	Flemington.
Mercer, . . .	October 17th,	Hightstown.
Middlesex, . .	September 12th,	New Market.
Morris, . . .	August 22d,	Dover.
Ocean, . . .	October 10th,	Tom's River.
Salem, . . .	August 29th,	Woodstown.
Somerset, . . .	December 26th,	Peapack.
Sussex, . . .	October 10th,	Newton.
Union, . . .	July 18th,	Elizabeth.
Warren, . . .	April 5th,	Phillipsburg.

The attendance of these meetings has been larger than in former years, and a greater interest in them has been manifested, both by the teachers and the people of those portions of the State in which the Institutes have been held.

They occupy a position for instruction much below the Normal School, but their influence in awakening the community to an intelligent view of the subject of common school education, and in opening an avenue to the teachers for further improvement, is no less important.

It is not to be expected that teachers who before were ig-

norant. will in the brief space of a week become learned and accomplished, but to those who possess a knowledge, more or less thorough, of the branches they are required to teach, and some acquaintance with the business of teaching, 'Teachers' Institutes are of great value. They improve their literary qualifications, acquaint them with the best methods of instruction, the organization, classification, and management of schools, and inspire them with noble purposes in the discharge of their duties.

They offer an efficient means by which the spirit and methods of the Normal School may be diffused among the great body of the teachers of the State, and may thus be rendered an important auxiliary to that institution.

This result may be effected if some one representing the organization and methods of the Normal School was selected to attend these meetings, and could by an active effort among the teachers in every county of the State secure their general attendance.

In this way the value of the Normal School may be greatly increased, its principles and methods of instruction more rapidly understood and popularized, the school itself filled with pupils of a higher grade, prepared to meet more promptly the pressing demand of well qualified teachers for our public schools, and what is of equal value will afford a favorable opportunity of presenting to the body of the people the objects, workings and claims of the Normal School, as well as those of general education, thus exerting an influence which cannot fail to be productive of highly favorable results.

To this end an effort will be made to bring the educational interests of the State more directly before the people, in the full confidence that it will infuse new energy into the great school machinery of the State, and at the same time secure a more healthy and active public sentiment upon this absorbing question of the day.

The Normal School and 'Teachers' Institutes form an im-

portant part of our system of general education, and are doing much to improve and elevate the character of our schools.

The amount of money expended for their support is but a small item for the effective working of a machinery calculated to accomplish so much for the interests of education, and it is believed that no money that the State expends for the support of schools accomplishes a better purpose than that expended for these objects.

THE SCHOOL LAW.

The school laws of New Jersey, as embraced in the various enactments which have from time to time been made on the subject, contains much that is valuable in a system of general education, while their practical operation and execution have served to point out some of their defects.

Much has been said and written on the subject, and various proposals to amend them have been presented and efforts have been made by the friends of each to secure for them the favorable consideration of the Legislature.

The school system of New Jersey embraces the Normal and Model School, the Farnum Preparatory School, and the sixteen hundred and ninety-one public schools established in the various cities and townships of the State, the object of which is to furnish all the children of the State that training and education that shall fit them for the duties of life.

How far this object is attained through the instrumentality employed, and how it may be rendered more efficient for that purpose by new legislation, is a subject demanding your attention and careful consideration.

Good schools require good school houses, constructed with a proper regard to the health, comfort and convenience of those who are to occupy them, and provided with such apparatus and furniture as will enable teachers to engage successfully in the work of instruction.

Well qualified teachers, imbued, not only with the spirit of their calling, but possessing in an eminent degree the literary and other qualifications that will enable them to engage successfully in the great work of training and developing the physical, intellectual and moral powers of the young.

That careful inspection and supervision of the schools that will protect them from the consequences of imbecility and ignorance, and secure for them such advantages as will render them efficient in accomplishing the object of their institution.

These, together with liberal provisions, State and otherwise for the support of schools, are the principal objects sought to be accomplished by our school laws.

The first, and I may add all, of these objects, rest mainly with the people, the best system being powerless for good unless sustained by a liberal and enlightened public opinion.

The educational interests of the State are wisely placed by our laws in the hands of the people who determine for themselves, by their own voluntary action under no other influence than a sense of public duty, and legislative aid, the great question of providing for their educational wants and of furnishing the means by which this is to be accomplished. Under the operations of this principle many school houses, the pride and ornament of the State, have been erected, and free schools in about one-fourth of the townships of the State have been established.

A principle which in the future, it is believed may, in the manner already indicated, be rendered more effective until public sentiment shall be fully aroused to the importance of the work, and the people impressed with the necessity of furnishing better means of education shall avail themselves of the provision made by law in raising money by taxes voluntarily imposed, for building, improving and furnishing houses for our public schools.

In this connection and exerting an important influence on it, as well as in maintaining the schools, is that provision of the law authorizing the territorial division of the state, for

school purposes, into districts. This provision of the law intended to promote the interest as well as the convenience of the people, by forming them into districts sufficiently large, both as to numbers and territory, to enable them to maintain a good school, might, if properly performed, have accomplished the object for which it was designed, but from various causes, more especially the desire to accommodate individuals situate in remote sections of the district, the divisions has been carried to such an extent as to defeat the object of the law, rendering it difficult, if not almost impossible, without imposing unnecessary burdens on the people, to either build school houses or sustain a good school for any reasonable length of time in many of the school districts of the State.

This subject was referred to in my last annual report to the Legislature, and after a careful consideration of the subject and of the difficulties which any radical change in the system might induce, the opinion was expressed that it would be difficult, if not impossible, by any new mode which might be adopted, to prevent or remove the difficulties complained of, and the only recommendation made on the subject was such a modification of the law as would impose an effectual check to the formation of any new district having within its limits less than sixty children of legal school age.

The experience of another year in the operation of our schools confirms the opinion that under existing laws the division of the state into districts has been carried to such an extent as to render it one of the greatest evils that now afflicts our school system, and the question arises whether the interests of the people, and of the cause of education, would not be promoted by such a change of the laws on this subject as will place every township of the State for school purposes under the control of a Township Board of Education, with authority under proper regulations, to establish and maintain a sufficient number of schools of different grades, at convenient locations, for all the children of the township, irrespective of any territorial division of it into districts.

That this plan has many and decided advantages over the district system appears not only from the many arguments that may be adduced in its favor but from the many beneficial results that have followed in those States where it has been adopted.

The objects accomplished by it are, that it commits to the hands of one board of school officers the educational interests of the township, with authority to establish as many schools at points conveniently located as are necessary for the wants of the people, with the privilege to each family of sending to any school in their own or adjacent townships most convenient and agreeable to themselves, thus simplifying the machinery of the system, securing to all an equality of school privileges, facilitating the gradation of schools, the classification of scholars, and the establishment also of schools of a higher grade.

It removes many of the evils of the district system, secures to all better educational advantages at less expense, and is attended with marked improvement in the condition of the schools, facts which afford convincing proof of the superiority of the system, and commend it to your favorable consideration.

In this connection it is my duty to inform you of what seems to be an omission in the law on the subject of altering or abolishing incorporated school districts. The ninth section of the supplement to the school laws, approved March 14th, 1851, enacts, "that when the trustees of any school district shall desire to become incorporated they shall adopt a name, and together with the Town Superintendent of the township in which the district is situate, they shall make and sign a certificate describing the boundaries of said district, and the name by them adopted, which certificate shall be recorded by the clerk of the county in which said district is situate, and thereupon the said trustees and their successors shall by the name so adopted be a body politic and corporate, &c." And the tenth section provides "that whenever the trustees of any school

district shall become incorporated, the said district shall not be abolished or altered without the consent of a majority of the taxable inhabitants of said district, and in case the same shall be abolished or altered the Town Superintendat and the trustees shall make and sign a certificate thereof, and have the same recorded by the clerk of the county in which said district is situate."

It is clear that the consent of a majority of the inhabitants of a district, however expressed or certified, does not of itself alter or abolish an incorporated school district, but is simply prescribed as a condition, without which it cannot be done.

The power to alter or abolish an incorporated school district is no where expressly given, and this omission has led to so much confusion and difficulty on the subject as to require further legislative action.

The services of competent teachers are to be secured, for without this all efforts to improve the condition of our schools can be attended with only partial success, but with improvement in the character and qualifications of our teachers, improvement in the character of our schools will follow as a legitimate consequence.

To provide teachers for our public schools the Farnum Preparatory School, the Normal School and Teachers' Institutes have been established. The first to furnish the elementary training and preparation necessary for those who are preparing for the work of teaching; the Normal and Model School to complete this course of preparation and practice that will fit them to engage in the active duties of the profession; and Teachers' Institutes, through which the instruction received is to be diffused among the teachers of the State, at the same time affording to the people an opportunity of becoming better acquainted with our educational wants and with the means by which they are to be supplied.

In regard to the provision made for supplying teachers for our public schools,—the most important element of a school system,—I have no hesitation in stating that the provision

made by law for this object is equal, if not superior, to that of any other State in the Union. In this respect, the legislation of the past has been characterized with a spirit of liberality and patriotism worthy of the cause, and which cannot fail to be productive of highly favorable results in promoting the interests of education. It only remains to improve the means provided for this object, so as to render them effective in accomplishing that for which they are designed.

The law also provides that teachers, before entering upon the discharge of their duties, shall be tested by a thorough personal examination, as well as by a frequent inspection of their labors afterwards. This is to be done *sine odio, sine dilectione*, with justice.

On this subject, it is my duty to inform you that the Boards of Freeholders of the several counties of the State, who are charged by law with the appointment of examiners of teachers for the several counties, have, in most cases, neglected to perform this duty, leaving the duty of examining and licensing teachers to be performed by the town superintendents and trustees of the different townships and school districts.

The freeholders of the several counties are elected by the people for the discharge of other duties, who feel that the appointment of examiners of teachers should be made by those more immediately connected with the interests of education, and have, for this reason, in many cases declined to make the appointments. There is much force in this objection, and suggests the propriety of providing in some other way for the appointment of examiners of teachers for our public schools.

Under these circumstances, I would renew the recommendation, made in my report to the Legislature in 1855, that where Teachers' Associations exist, or may be hereafter regularly formed, in any of the counties of the State, the appointment of county examiners be made by these associations.

That the examiners be persons of proper scientific and literary qualifications, as well as experience in the art of teaching, and chosen from among the teachers' profession.

Where no county organizations exist, the appointments might be made by the State Teachers' Association from among the teachers of public schools of the county for which the appointment is made.

Such a course of action would be consistent with well established rules in other cases, would remedy the evils complained of, insure a prompt compliance with the law, and, in accordance with correct principles, give the appointment of examiners of teachers to the teachers' profession.

An intelligent and efficient supervision of the schools is also important to their success, and if properly performed by competent persons, will exert a powerful influence for good in promoting the interests of education.

This it does by affording an opportunity of discovering and correcting errors of practice in the organization, classification and methods of teaching, securing uniformity in the selection and use of books, school management, and modes of instruction, animating and encouraging teachers, inculcating in the pupils a spirit of obedience to authority and love of study, encouraging and stimulating parents and others to visit the schools and examine into their condition, and to co-operate with the teachers, thus infusing into every department of the work that vitality and force so essential to the success and perfection of our common school system.

The work of supervision, under existing laws, devolves on the superintendents of the various cities and townships of the State, and the manner in which it is performed depends more upon the interest manifested by the people on the subject of education, and of the desire on their part to secure the efficient supervision of the schools, than upon any defect in the organic law on the subject.

No such supervision can be exercised by the State Superintendent, even if he were to devote his whole time and attention to visiting the sixteen hundred and ninety-one public schools of the State, to the utter neglect of every other duty. In this he can do little more than prescribe the general plan

of operations, and consult and advise with the town superintendents and other school officers in the discharge of their duties.

That there is great want of attention and irregularity in the discharge of the duties imposed by law on the local township school officers, is not to be denied, but that there are many evidences in this respect, of decided improvement, is equally true, and should serve as a source of encouragement and hope for the future. How far it may be improved by new legislation is a subject for careful consideration.

The law now provides that registers shall be kept by teachers in all the public schools of the State, but leaves it to the different townships to furnish them. This is a defect which ought to be remedied. They should be provided by the State, prepared by the State Superintendent, and furnished to the Town Superintendent, who should, after their reception, be responsible for them, and cause them to be faithfully kept in all the public schools, and no teacher should be entitled to receive payment for his or her services until the register for his or her school, properly filled up, shall be deposited with the Town Superintendent. Such a modification of the law on this subject would be productive of great good, promote uniformity and system in its execution, and secure more accurate and reliable statistical information in regard to our schools.

The provisions of the law relative to the raising, apportionment, and application of money for school purposes having been so fully discussed in my last annual report to the Legislature, it is unnecessary at present to say more than express the opinion that the changes then proposed would, if adopted, give greater efficiency to our school laws, and promote the interests of education.

It is unnecessary to refer in detail to other defects of our present school laws, or to their modification; suffice it to say, that they contain much that is valuable in a well-organized system of common school education; they also contain much that is defective, and which may, by proper legislation, be so

amended and improved as to render them more simple in their operation, and easy of execution.

We have in New Jersey more than seven thousand persons including county, city, and township officers and teachers of public schools, on whom the execution of our school laws depend, who should possess an accurate knowledge of the general principles, as well as of the details of our school system.

Let this system remain unchanged for years, and even then, not a few of these officers will but imperfectly understand its provisions, but make frequent changes in the system and not half of those who are appointed to administer it, will possess anything like a clear idea of their official duties.

The laws of the State on the subject of public schools cover a period of many years, and have been so frequently changed by amendments thereto, as to render it difficult in many cases for school officers to determine what they are, or to administer them in a correct and efficient manner. And while I have suggested certain amendments which I believe would, if adopted, render our school system more efficient, I am satisfied it would be better to revise, simplify, and codify our school laws, so as to provide a system which shall be effective in its operation, and yet so plain in its provisions and perspicuous in its statutory directions as to be readily understood by all those who are charged with its execution, than to increase the difficulties which now exist in its administration by further amendments to the present laws.

I would therefore recommend that commissioners be appointed to revise, amend, and codify our school laws, and that they report the result of their labors to the Legislature at its next session.

DISTRIBUTION OF BOOKS TO THE SCHOOLS.

The distribution of "Websters's Unabridged Dictionary,"

and of "Lippincott's Pronouncing Gazetteer" to the public schools of the State has been continued, but no further purchases of books have been made since the presentation of my last annual report to the Legislature, the supply then on hand having been sufficient to meet the wants of the schools.

The whole number of books purchased were fifteen hundred copies of the Dictionary and one thousand copies of the Gazetteer. The supply of the latter is exhausted, and at least five hundred copies more will be required to complete the distribution.

THE SCHOOL FUND.

The amount of the school fund on the first day of January, eighteen hundred and sixty, was four hundred and forty-one thousand seven hundred and sixty-nine dollars and one cent (\$441,769 01); an increase during the year, after meeting the appropriations out of the fund, of ten thousand four hundred and seventy-four dollars (\$10,474 00.)

The same wise and liberal policy which laid the foundation of our school system should look to the adoption of some means by which the fund intended for its support should be materially increased. This may be done, if the condition of the treasury will permit, by the annual appropriation of a certain per centum of the income received from transit duties, or by adopting the principle of inserting in all charters hereafter granted by the Legislature to railroad companies such a provision as will direct that the money paid by them into the State treasury, for transit or other duties, shall be applied to the permanent increase of the school fund. This principle, to some extent, was adopted by the Legislature in 1854 and '55, and would, if fully carried out, aid in gradually augmenting the school fund, and thus promote the interests of education.

CONCLUSION.

In concluding this report, I would commend to your consideration the cause of common school education, as the most important question affecting the interests of the State, believing that as we improve and perfect the means for general education and for the diffusion of knowledge among the people, we shall best fulfill the duty we owe to ourselves, to posterity, and to the republican institutions under which we live.

Having thus filled our measure of duty, we may confidently look for the blessings of Heaven upon the work of our hands, and anticipate for our beloved State a bright and glorious future.

JOHN H. PHILLIPS,

State Superintendent.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC SCHOOLS, }
Pennington, January 15th, 1860. }

STATEMENTS
ACCOMPANYING THE
SUPERINTENDENT'S REPORT.

An Abstract from the Returns of the Public Schools of the several Townships and Counties of the State of New Jersey, for the year ending December 15th, 1859.

COUNTIES AND TOWNSHIPS.	SCHOOLS.														Salary of teachers per year.										
	Whole number of districts in the township or city.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township or city between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations.	Number who have attended nine months, but less than twelve.	Number who have attended 6 months but less than 9.	Number who have attended 3 months but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 18 years, who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing for school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.	Female.	Male.	Female.
ATLANTIC.																									
Population, 8,961.																									
Atlantic City,.....	1	1	1	125	85	140	262	325	.....	.....	.....	86	70	1	Free	\$123 00	\$48 92	\$704 54	\$200 00	\$1081 46	1	1	.....	50	.....
Pegg Harbor,.....	10	10	10	1077	50	150	262	325	.....	.....	3	927	450	8	\$2 50	1378 00	411 08	.....	.....	1989 68	10	10	.....	400	.....
Guilford,.....	11	8	11	863	35	156	210	130	180	.....	.....	711	400	4½	.....	378 42	275 42	.....	.....	1734 18	9	5	.....	2	.....
Hamilton,.....	10	10	9	667	75	80	100	268	.....	.....	8	523	205	6	2 50	1330 00	354 18	.....	150 00	.....	9	5	.....	4	.....
Mullica,.....	5	5	5	473	.....	.....	100	150	.....	.....	.....	250	100	3	.....	975 00	181 00	.....	.....	1156 00	5	4	.....	1	.....
Weymouth,.....	5	4	5	282	.....	202	27	25	.....	10	1	267	130	7½	.....	845 00	110 08	.....	.....	955 08	5	4	.....	1	.....
	42	38	41	3488	160	588	699	901	406	10	12	2761	1355	5	1 66	\$4357 00	\$1384 28	\$704 54	\$350 00	\$7295 82	40	31	9	412	210
BERGEN.																									
Population, 14,725.																									
Franklin,.....	10	10	10	722	65	88	21	83	28	.....	2	230	224	6	2 00	.....	\$291 61	\$331 37	\$123 32	\$746 30	8	.....	.....	1	.....
Hackensack,.....	11	9	11	1194	89	138	183	172	160	1	14	743	460	11	1 90	2412 00	499 78	463 20	1465 00	4839 98	12	9	.....	3	.....
Harrington,.....	5	5	5	478	28	64	70	55	50	.....	15	267	145	10	1 00	956 00	365 00	.....	.....	1321 00	5	4	.....	1	.....
Hoboken,.....	7	6	6	720	100	175	240	150	50	.....	6	675	275	9	2 00	.....	590 17	342 62	.....	842 79	6	6	.....	3	.....
Leoni,.....	3	2	3	465	88	36	14	30	13	.....	10	181	100	8	.....	679 50	331 36	.....	200 00	1210 86	3	.....	.....	.....	.....
New Barbadoes,.....	7	7	7	857	204	111	110	102	163	2	43	631	327	11½	1 00	1714 00	376 88	324 90	1875 00	4290 28	9	6	.....	3	.....
Saddle River,.....	4	4	4	300	32	65	35	80	.....	.....	2	232	150	12	1 75	610 00	131 74	.....	.....	741 74	4	.....	.....	.....	.....
Union,.....	2	2	2	213	40	25	30	19	9	.....	2	127	100	8	2 00	408 54	193 00	28 55	.....	530 09	3	1	.....	1	.....
Washington,.....	6	6	6	636	46	106	56	46	20	.....	12	274	216	8	.....	.....	279 52	195 37	.....	474 69	6	5	.....	1	.....
	55	51	54	5585	692	807	739	737	435	3	106	3413	1997	9½	1 66	\$6780 04	\$2563 36	\$1686 01	\$3663 32	\$14,997 73	55	44	11	372	560

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or town-ship.	Number of children residing in the township or city between the ages of five and eighteen years.	Number who have attended one year, allowance being made for vacations, months, but less than twelve.	Number who have attended nine months, but less than twelve.	Number who have attended six months and less than nine.	Number who have attended three months, but less than six.	Number that have attended a less pe-riod than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at schools.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the state.	Amount received from other sources specified in the returns.	Amount raised in addition, for build-ing, repairing and furnishing school-houses.	Total amount raised and appropriated to school purposes.	Number of teachers.		Salary of teachers per year.			
																					Male.	Female.				
BURLINGTON—Pop. 43,203																										
Beverly.....	4	4	5	549	56	25	50	93	70	288	170	7	Free	\$950 00	\$107 50	\$173 52	\$120 00	\$1351 02	5	2	3	359	230	422		
Burlington.....	3	3	4	1238	70	163	264	147	288	69	932	337	11	Free	3714 00	401 70	407 00	300 00	4118 70	12	2	10	450	216	500	
Chester.....	6	6	7	1658	268	195	246	335	292	2	50	1248	558	11	Free	1800 00	1019 10	407 00	300 00	3556 10	16	4	12	425	201	500
Chesterfield.....	14	13	23	1393	350	275	290	236	120	38	1286	699	10	\$2 50	1490 00	675 98	481 66	23 03	2583 61	28	10	18	300	.....	.....
Evesham.....	3	3	5	479	400	60	162	272	392	9	66	968	366	8	2 71	1197 50	111 74	235 74	1514 98	6	2	4	300
Little Egg Harbor.....	14	14	14	1026	29	54	97	124	157	8	7	440	225	8	2 25	600 00	373 50	237 48	610 98	14	11	3
Manfield.....	10	10	10	793	84	161	246	231	68	10	5	800	333	11 1/2	2 00	2337 84	417 02	1083 63	15	7	8
Medford.....	9	9	9	857	84	161	246	231	68	10	5	800	333	11 1/2	2 00	2337 84	417 02	1083 63	15	7	8
New Hanover.....	9	9	14	945	29	46	154	290	160	12	15	610	399	8 1/2	Free	2200 00	495 12	994 11	456 00	2196 23	19	6	3	302	302
Northampton.....	7	7	6	821	70	110	148	180	215	11	12	734	210	10	Free	2200 00	401 96	245 10	300 00	2147 06	6	5	1	360	240
Pemberton.....	2	2	2	840	157	120	114	117	37	28	551	353	12	Free	2050 00	412 57	126 78	.....	3519 35	9	1	8	500	165	.....
Shamong.....	9	9	10	880	200	200	100	80	100	12	10	692	300	9	Free	1000 00	321 00	1321 00	10	7	3
Springfield.....	5	5	5	840	39	100	161	36	1	204	100	4	.....	.....	149 46	.....	.....	.....	419 46	4	2	2	.....	.....	.....
Southampton.....	7	7	6	631	39	100	201	161	36	1	538	184	10	34	1249 71	396 42	132 00	.....	1688 13	7	7	3	350	.....	.....
Washington.....	11	14	14	1088	138	145	222	136	159	3	709	445	11	Free	2176 00	859 65	.....	.....	3026 65	11	8	6	300	280	.....
Washington.....	7	7	7	608	7	110	200	212	106	3	38	412	206	.....	400 00	66 50	219 43	94 08	750 01	6	4	4	300	300	.....
Washington.....	8	8	8	368	7	110	200	212	106	3	38	412	206	.....	300 00	332 09	.....	.....	632 09	8	4	4	300	300	.....
Willingboro.....	1	1	1	223	100	50	25	23	20	5	220	100	.....	.....	.....	275 00	.....	.....	275 00	1	.....	1	.....	.....	.....
CAPE MAY—Pop. 6,433.																										
Cape Island.....	129	117	157	14,753	1391	2163	2580	2733	2180	83	366	11,335	5125	9	1 12	\$21,824 85	\$7164 71	\$3355 99	\$1203 11	\$33,638 66	189	89	100	353	244
Dennis.....	1	1	1	127	.....	.....	60	40	.....	.....	100	50	6	Free	\$250 00	\$40 00	.....	.....	\$200 00	1	1	.....	500	.....	.....
Lower.....	6	5	7	554	40	237	250	.....	.....	7	494	240	6	Free	1000 00	221 23	\$147 74	.....	1368 97	7	5	2	494	240	.....
Middle.....	5	5	6	441	40	237	250	.....	.....	4	408	240	6 1/2	Free	882 00	180 00	100 00	.....	1162 00	6	5	1	590	220	.....
Upper.....	7	7	7	737	188	286	169	96	10	10	719	285	8 1/2	Free	2211 00	300 80	90 01	.....	2901 81	9	6	3	494	300	.....
.....	7	7	7	504	49	70	90	180	100	23	517	300	8	Free	1425 00	210 00	75 00	.....	1710 00	7	5	3	494	300	.....
.....	26	25	28	2343	89	263	893	699	241	43	67	2238	1105	7	Free	\$5763 00	\$952 03	\$412 75	\$7132 78	30	22	8	422	255

CAMDEN—Pop. 25,422.

Camden.....	1	5	22	4374	749	361	390	470	438	90	2468	1192 12	Free	\$12,439 23	\$1732 15	\$1267 55	\$15,433 93	24	3	21	533	250	
Centre.....	5	5	3	397			55	200	70	5	125	330	125 7	Free	595 50	225 28		820 78	5	5			
Delaware.....	3	3	3	444	40	65	75	112	72	5		369	132 10	\$2 56	88 80	136 77		225 57	2	1			
Gloucester.....	10	10	10	871		100	125	400	155		30	780	200 5 1/2	75	350 40		\$225 00	168 85	8	7	1	400 230	
Monroe.....	4	4	5	424	130	125	80	60		5		100	200 9	2 00	189 60	150 69	700 00	1539 00	5	3	2	350 230	
Newton.....	6	6	11	1090	200	200	200	200	230		68	900	450 10	Free	400 00	241 37		4341 37	11	5	6	400 250	
Stonington.....	4	4	4	410	36	53	24	80	130		23	323	128 12	1 12	82 00	92 63		616 53	6	5	1		
Union.....	2	2	4	715	184	69	12	117	3	8	355	204 10 1/2	Free	1420 00	1282 17	1000 00	3925 43	5	1	4	600 230		
Washington *.....	10	8	9	904	100	160	265	250	60	23	898	340 8	2 00	1550 00	370 00	115 00		2665 00	9	4	5	400 200	
Waterford.....	6	6	6	661	50	150	100	200		13	900	250 9	2 50	915 00	315 22		1230 22	6	5	1	250 230		
Winslow*.....	7	7	6	581	150	150	100	50	50	81	7	551	300 9	2 50	240 00		80 00	1192 00	6	3			
	55	56	85	10,851	1639	1433	1526	2022	1142	122	367	7884	3322 9 1/4	\$1 22	\$23,443 75	\$4207 71	\$3396 34	\$2905 00	88	43	45	407 218	
CUMBERLAND.																							
Population, 17,189.																							
Bridgeton.....	4	4	6	920	390	40	60	210			50	700	450 12	Free	\$2300 00	\$386 54	\$315 27		11	4	7	400 225	
Cohansey.....	1	1	1	382	16	75	52	68	109			320	146 12	Free	1400 00	272 08	48 47	1720 53	4	1	3	500 200	
Deerfield*.....	5	5	5	400								403	200 6		2000 00	345 31		816 79	10	5	5	300 160	
Downe.....	9	9	11	1024	100	189	127	27	43			466	423 6		1000 00	507 00		2852 31	14	10	4		
Fairfield.....	6	6	12	750	30	100	200	300	25		30	665	300 8		2000 00	313 80		1555 75	12	9	3		
Greenwich.....	4	4	6	537	165	40	100		10	50		315	200 9	3 00	500 00	140 40	156 30	796 70	6	3	3	270 240	
Hopewell.....	8	8	8	545	85	60	180	181		10	25	516	216 7 1/2	2 25	236 44	227 74	250 56	1633 60	14	6	8	350 190	
Maunice River.....	8	8	8	840	200		220	125	230			775	300 8	2 75	2100 00	348 96	166 04	2615 00	10	8	2	350 200	
Millville.....	6	6	7	1071	322	50	135	256	90		2	893	322 10	Free	3275 00	445 00	246 00	3966 00	14	5	9	500 200	
Stow Creek.....	4	4	4			50	100	200	45	10		405	200 7 1/2	2 25	500 00	165 06		665 06	12	8	4	250 170	
	55	55	68	6272	1143	769	1138	1767	616	35	157	5463	2757 8 1/2	\$1 46	\$13,711 44	\$2075 38	\$1898 70	\$1038 05	107	59	48	365 198	
ESSEX—Pop. 73,950.†																							
Belville.....	5	5	5	1042	300	100		50				450	350	Free	\$3126 00	\$428 56		\$3554 56	9	3	6	500 200	
Bloomfield.....	5	5	5	1118	169	124	228	200	169	4	12	594	417 11 1/2	Free	2500 00	459 83		3459 83	11	4	3	430 180	
Caldwell.....	8	8	9	731	33	86	135	123	77	6	2	400	277 10	1 00	1000 00	342 00		1742 00	8	5	7	400 200	
Clifton.....	10	8	9	1046	336	34	27	19				416	370 11	Free	3132 00	428 56		4360 56	12	8	4	365 140	
Livingston.....	5	5	5	498	75	100	91	64	10			340	185 9	Free	500 00	172 86		800 00	5	3	2	280 200	
Milburn.....	5	5	5	407	84	66	44	36	36		6	206	150 9	1 00	814 00	177 42		1191 42	4	1	3	300 200	
Mulburn*.....	1	1	41	17,047	1985	930	1759	2987	1923			9503	4492 11	Free	50,252 84	6321 90	250 00	8000 00	101	26	75	690 280	
Newark.....	9	9	11	1855	335	140	218	130	113	1	13	937	488 10 1/2	63	3000 00	762 94	2397 56	1600 00	14	7	7	408 234	
Orange.....	48	41	90	23,677	3317	1589	2552	3559	2329	11	33	13,356	6729 10 1/2	33	\$9094 07	\$3432 56	\$11,300 00	\$88,151 47	164	57	107	424 204	
UNION.																							
Elizabeth.....	1	1	20	2849	69	211	173	640	524	4	34	1651	933 12	Free	\$5744 00	\$1246 86		\$5756 00	23	4	19	750 225	
New Providence.....	5	5	8	404	93	118	78	67	21			377	224 12	Free	808 00	176 81		984 81	5	3	2	360 260	
Plainfield.....	2	2	2	853	218	124	134				18	633	250 12	Free	2600 00	373 31		2973 31	11	2	9	700 216	
Railway.....	5	5	5	1107	171	145	188	275	131		20	910	400 10	50	3900 00	451 21	63 00	500 00	12	4	8	465 225	
Springfield.....	5	3	3	235	63	41	40	37	39		3	290	103 11	2 25	200 00	102 35	320 00	622 35	4	1	3	600 190	
Union.....	7	6	6	461	42	72	140	180	10		4	444	145 9	2 00	600 00	201 76	40 00	841 76	4	3	1	350 230	
Westfield.....	8	8	8	467	64	79	128	75	88	9	15	413	241 9	2 00	800 00	203 94	1434 46		5	3	375 200		
	31	30	52	6376	720	853	871	1408	813	13	94	4075	2999 10 1/2	\$1 19	\$2756 21	\$1497 46	\$6616 00	\$25,521 70	67	22	45	514 220	
*Taken from last report.																							
†Including Union county.																							

*Taken from last report.

†Including Union county.

COUNTIES AND TOWNSHIPS.

COUNTIES AND TOWNSHIPS.	HUNSDON — Pop. 21,821.										HUNTERDON — Pop. 23,980.										Salary of teachers per year.				
	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of 5 and 18 years.	Number who have attended one year, allowance being made for vacations.	Number who have attended 9 months but less than 12.	Number who have attended 6 months but less than 9.	Number who have attended 3 months but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 15 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated for school purposes.	Number of teachers.	Male.	Female.	Male.	Female.
Bergen.....	7	7	7	1757	275	162	190	270	185	3	35	1085	617 11	Free	Free	\$4500 00	\$500 00	\$1200 00	\$1800 00	\$3000 00	14	7	7	500	250
Harrison.....	16	14	17	1208	394	359	100	50	.....	3	.....	807	385 9	\$2 60	\$2116 00	\$309 36	\$310 00	.....	.....	\$325 86	15	12	3	320	280
Hoboken.....	6	6	7	399	190	105	85	.....	.....	1	.....	350	372 8½	2 75	1200 00	267 45	163 96	.....	.....	1631 41	6	3	1	340	260
Clinton.....	10	10	8	915	65	76	247	210	45	26	.....	689	240 11	.....	1800 00	431 30	.....	.....	.....	2281 39	7	2	350	300	
Newark.....	10	9	9	853	215	199	140	151	73	22	6	800	373 10½	.....	2 80	2000 00	409 85	.....	.....	2469 85	14	8	6	440	360
East Amwell.....	4	4	4	510	60	80	200	70	30	25	24	425	200 10	.....	.....	510 00	280 24	204 00	\$75 00	1079 24	4	2	2	350	250
Franklin*.....	5	5	7	497	23	75	125	290	.....	.....	.....	452	329	.....	.....	.....	234 60	.....	.....	301 60	.....	.....	.....	.....
Kingswood.....	9	9	9	511	400	330	130	240	.....	400	65	6	.....	.....	.....	.....	202 24	178 05	.....	438 29	9	6	3	.....	.....
Lambertville.....	1	1	5	630	430	45	57	43	42	5	.....	622	382 10	Free	Free	1800 00	303 06	.....	500 00	2003 06	12	3	.....	.....	.....
Lebanon.....	12	12	12	903	663	96	105	75	190	.....	6	623	654 9	.....	2 00	1806 00	424 50	.....	.....	2291 50	12	9	3	300	240
Raritan.....	18	9	18	889	80	96	105	75	190	.....	5	546	290 7	.....	2 80	1806 00	288 63	.....	.....	288 63	17	12	5	300	260
Readington.....	12	12	13	940	41	121	203	237	208	14	17	321	328 10½	.....	2 88	1880 00	434 61	365 51	80 00	2780 12	12	8	4	350	266
Tewksbury.....	9	9	9	732	296	44	67	55	35	8	7	308	400 10	.....	2 25	500 00	413 60	210 00	300 00	1453 60	14	6	8	325	180
Union*.....	8	8	8	437	.....	85	180	75	90	2	.....	372	290 7	.....	3 00	.....	.....	.....	.....	217 60	5	4	1	300	180
West Amwell.....	4	4	4	355	9	11	33	68	102	4	1	227	110 10½	.....	.....	355 00	165 50	.....	75 00	595 50	4	4	.....	.....	.....
*Taken from last report.	123	112	129	10,099	1715	1950	1522	1367	1045	109	66	7708	4189 9¼	\$2 06	\$14,327 00	\$4759 63	\$1621 52	\$1030 00	\$21,729 15	133	86	47	334	240	
*Taken from township, no report.																									

*Taken from last report.

†New township, no report.

COUNTIES AND TOWN-SHIPS.

Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or township.	Number of children residing in the township between the ages of 5 and 15 years.	Number who have attended one year, allowance being made for vacations.	Number who have attended 9 months but less than 9.	Number who have attended 6 months but less than 6.	Number who have attended a less period than 3 months.	Number over the age of 15 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised for the support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount raised and appropriated for school purposes.	Number of teachers.	Male.	Female.	Male.	Female.	Salary of teachers per year.
MORRIS.																								
Population, 30,156.																								
Chatham.....	8	8	813	136	184	135	61	2	24	623	254 11	Free	Free	\$2394 00	\$374 89	\$333 13	.....	\$3101 52	9	6	2	425	240	.....
Chester.....	12	12	521	.....	34	46	69	9	4	405	318 8	\$2 00	\$2 00	700 00	218 70	230 32	.....	1849 02	9	5	4	300	240	.....
Hanover.....	12	12	1076	.....	181	140	112	60	7	576	351 9	Free	Free	1040 00	496 72	452 96	.....	1949 68	12	7	5	340	220	.....
Jefferson.....	8	8	472	.....	44	118	78	56	.....	329	180 6	Free	Free	913 36	229 82	90 82	.....	1274 00	8	6	2	300	210	.....
Memphis.....	13	13	542	112	96	178	60	12	10	538	200 11	2 50	2 50	504 00	260 74	253 52	.....	1004 26	7	7	.....	300	100	.....
Morris.....	19	19	1708	191	173	157	135	92	3	751	418 9 1/4	1 75	1 75	3604 00	791 42	1261 78	.....	5053 20	14	12	2	324	256	.....
Pequannock.....	13	13	1685	210	350	272	225	101	.....	1188	564 9	1 75	1 75	1487 00	713 57	2632 00	.....	3163 57	21	14	7	430	240	.....
Randolph.....	19	19	1505	50	124	240	250	125	7	750	315 6	Free	Free	2000 00	551 86	238 56	\$450 00	3872 42	26	18	8	450	240	.....
Rockaway.....	11	11	999	127	248	274	419	12	6	1052	435 9	Free	Free	2382 00	651 41	.....	700 00	1651 41	20	13	7	400	275	.....
Roxbury.....	12	12	907	30	60	245	93	150	15	628	240 10 1/2	1 00	1 00	1200 00	713 70	.....	100 00	2013 70	17	13	2	400	275	.....
Washington.....	9	9	860	145	100	150	125	93	13	628	240 10 1/2	1 00	1 00	1200 00	713 70	.....	100 00	2013 70	17	13	2	400	275	.....
	112	111	10734	999	1608	1936	1533	1276	65	7417	3728 9	9 1/2	9 1/2	\$16,576 36	\$6157 33	\$2,801 09	\$1250 00	\$26,844 78	151	107	44	367	225	.....
SALEM.																								
Population, 17,683.																								
Esplanborough.....	2	2	241	75	91	32	27	13	.....	234	96 12	Free	Free	\$3000 00	\$1117 10	\$83 80	.....	\$500 90	2	1	1	250	.....	.....
Lower Alloways Creek.....	6	6	454	.....	35	375	42	.....	18	470	203 8	\$2 50	\$2 50	800 00	212 40	148 48	.....	1160 88	13	6	4	340	240	.....
Lower Penns Neck.....	5	5	500	40	60	110	150	25	20	475	150 11	2 00	2 00	700 00	237 90	371 60	.....	1509 50	10	11	7	250	250	.....
Mannington.....	9	9	766	.....	183	151	282	106	4	483	173 7 1/2	2 00	2 00	400 00	343 42	379 62	.....	979 62	18	11	7	250	250	.....
Pittsgrove.....	9	9	999	50	175	200	330	78	52	945	400 9	2 50	2 50	600 00	446 72	310 80	.....	757 52	13	5	8	400	200	.....
Pittsgrove *.....	7	7	698	.....	310	310	310	310	310	945	400 9	2 50	2 50	600 00	446 72	310 80	.....	1125 90	17	6	1	5	.....	.....
Salem.....	1	1	984	125	71	94	124	145	1	560	275 11	Free	Free	1262 58	437 35	300 06	.....	2600 00	6	1	1	5	.....	.....
Upper Alloways Creek.....	10	10	976	170	330	115	208	25	40	875	450 10	2 25	2 25	1994 00	445 80	304 90	.....	2744 70	11	6	5	350	200	.....
Upper Penns Neck.....	11	11	954	240	150	250	284	20	11	904	450 6	2 50	2 50	1000 00	433 74	296 80	.....	1730 54	14	9	5	350	200	.....
Upper Pittsgrove.....	7	7	672	70	136	233	221	.....	2	632	300 10	2 50	2 50	600 00	540 80	.....	.....	1140 80	8	2	6	.....	.....	.....
	67	64	7283	730	1055	1757	1486	668	189	5884	2509 9 1/4	\$1 47	\$1 47	\$7656 60	\$3580 43	\$2413 34	.....	\$13,650 36	102	53	49	366	218	.....

*Taken from last report.

COUNTIES AND TOWN-SHIPS.

COUNTIES AND TOWN-SHIPS.	Whole number of districts in the township.	Number from which reports have been received.	Number of schools in the city or town-ship.	Number of children residing in the township or city between the ages of 5 and 18 years.	Number who have attended one year, allowance being made for vacations, but less than 12.	Number who have attended 6 months but less than 9.	Number who have attended 3 months but less than 6.	Number that have attended a less pe-riod than 3 months.	Number over the age of 18 years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at schools.	Average number of months schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for support of schools.	Amount received from the State.	Amount received from other sources specified in the returns.	Amount raised in addition, for build-ing, repairing and furnishing school houses.	Total amount raised and appropriated to school purposes.	Number of teachers.	Male.		Salary of teachers per year.	
																					Female.	Male.		
WARREN.																								
Population, 22,358.																								
Belvidere.....	2	2	4	426	93	39	27	52	71	11	282	125	12	Free	\$1273 00	\$195 32	\$126 70	\$400 00	\$2001 58	4	2	2	50	253
Blairtown.....	3	3	7	431	90	120	100	100	23	3	496	220	9	\$2 00	.....	215 80	124 27	.....	326 07	12	4	4	25	200
Franklin.....	3	7	7	522	63	170	100	65	80	2	483	167	10	.....	1305 00	223 23	374 00	.....	1902 23	6	5	1	36	250
Freelinghuysen	11	11	9	427	125	75	100	48	12	9	340	239	9	2 57	2667 00	372 47	293 70	755 00	4985 25	10	8	6	37	200
Greenwich.....	9	8	9	401	185	55	87	49	2	2	827	325	11	Free	495 00	136 42	101 4	.....	732 82	14	13	8	2	.....
Hackensack.....	1	1	2	333	56	55	87	36	30	4	204	100	5	2 00	.....	144 28	63 50	.....	207 70	7	7	4	.....	.....
Harwilek.....	5	5	5	201	50	15	65	36	.....	1	416	160	9	1 00	800 00	193 06	297 67	.....	1290 73	6	6	2	30	180
Harmony.....	8	8	9	623	25	40	100	120	206	6	545	151	9	.....	.....	433 45	81 31	545 15	514 76	8	8	2	24	150
Hope.....	14	14	14	638	.....	383	129	129	.....	.....	383	333	.....	.....	635 00	263 74	199 25	.....	1100 99	11	10	1	.....	.....
Independence.....	9	9	9	481	116	183	129	41	.....	.....	460	223	7	.....	487 00	230 08	114 40	.....	801 48	9	3	6	.....	.....
Knawton.....	6	6	6	588	150	65	75	35	1	3	416	120	10	.....	1170 00	243 40	171 80	70 00	1655 29	9	6	.....	334	.....
Mansfield.....	7	7	7	681	60	121	73	80	52	15	404	201	8	.....	1033 00	244 33	190 70	.....	1508 52	7	5	2	.....	.....
Oxford.....	4	4	4	194	30	121	20	.....	.....	.....	170	120	3	.....	.....	117 74	.....	.....	167 74	4	4	.....	210	.....
Pahquarry*.....	5	5	5	990	261	398	199	136	54	3	566	415	11	3 66	2377 00	411 38	218 63	150 00	3656 96	11	5	6	425	240
Phillipsburg.....	5	5	5	700	80	60	95	120	50	6	411	200	7	Free	1757 50	461 50	205 50	.....	2424 10	12	10	2	360	240
Washington.....	112	110	111	877	1353	1656	2052	1114	681	133	7022	3277	9	\$1 52	\$14,553 00	\$4073 60	\$2663 83	\$1375 00	\$22,670 49	131	91	40	335	214
*Taken from last report																								

*Taken from last report.

of the Stat

Amount of money raised by tax for the sup-
port of schools.

\$4,857 00
6,780 04
21,824 85
23,443 73
5,768 00
13,711 44
64,324 84
6,113 50
26,903 45
14,327 00
23,731 00
23,430 00
25,384 50
16,576 36
2,600 00
15,278 32
7,656 59
11,152 00
10,202 50
14,652 00
14,558 00

\$353,275 12

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Summary of the preceding Abstracts, exhibiting the Results in the several Counties of the State for the year ending December 15th, 1859.

COUNTIES. Population, 499,555.	Number of townships in the county.	Number that have made reports.	Number of school districts in the county.	Number that have reported to the Town Superintendant.	Number of schools in the county.	Number of children residing in the several townships of the county between the ages of five and eighteen years	Number who have attended school twelve months, allowance being made for the usual vacations.	Number who have attended nine months but less than twelve.	Number who have attended six months but less than nine.	Number who have attended three months but less than six.	Number who have attended a less period than three months.	Number over the age of eighteen years who have attended school.	Number of colored children who have attended school.	Whole number of children who have attended school.	Average daily attendance at school.	Average number of months the schools have been kept open.	Terms of tuition per quarter.	Amount of money raised by tax for the support of schools.	Amount received from the State	Amount received from other sources specified in the returns.	Amount raised in addition for building, repairing and furnishing school houses.	Total amount appropriated and raised for school purposes.	Number of teachers employed in the schools during the year.	Males.	Females.	Males.	Females.	Salary of the teachers per annum.
Atlantic.....	6	0	42	38	41	3,188	169	585	600	691	406	10	12	2,774	1255	5	\$1 06	\$4,517 00	\$1,384 28	\$704 51	\$350 00	\$7,295 83	40	31	9	\$412	\$210	
Bergen.....	0	0	65	51	54	5,595	692	807	730	707	435	3	100	3,418	1997	97	1 05	6,780 04	2,508 36	1,688 61	3,663 32	14,397 73	55	44	11	372	240	
Burlington.....	18	18	129	117	157	14,753	1591	2195	2549	2731	2180	81	266	11,335	5125	9	1 12	21,824 85	7,164 71	3,355 99	1,205 11	33,638 66	269	80	100	353	244	
Camden.....	11	8	58	50	85	10,451	1639	1453	1526	2022	1142	122	367	7,884	3322	01	1 22	21,443 73	4,207 71	3,396 34	12,945 00	38,682 78	85	43	45	407	218	
Cape May.....	6	6	26	25	24	2,343	80	268	802	690	244	45	67	2,238	1106	7	Free.	5,768 00	952 03	412 75	7,132 78	29	24	8	422	265		
Cumberland.....	10	0	55	55	54	6,272	1161	769	1128	1767	616	35	157	5,408	2757	94	1 46	13,711 44	2,975 38	1,898 70	1,038 65	19,623 67	167	59	48	395	104	
Essex.....	8	7	45	44	50	23,677	3317	3899	3552	3559	2723	11	33	13,350	6759	101	2 53	94,331 84	9,094 07	8,432 56	11,300 00	88,161 47	164	57	167	424	264	
Gloucester.....	7	7	67	65	62	5,145	394	674	1311	1840	472	137	109	4,577	2013	8	1 15	26,363 45	2,765 45	1,769 66	1,325 89	11,974 47	91	60	22	357	233	
Hudson.....	7	6	24	15	22	12,005	1775	1159	1030	1261	671	4	85	7,299	3261	11	1 12	26,363 45	3,465 29	3,540 66	13,800 00	47,709 40	77	21	36	602	260	
Hunterdon.....	14	12	121	112	129	10,692	1715	1930	1822	1367	1045	100	86	7,708	4180	91	2 06	14,327 00	4,750 03	1,621 52	1,030 00	21,729 15	133	60	47	334	246	
Mercer.....	8	8	54	52	81	20,215	2611	677	1884	2365	279	13	180	6,105	3024	11	72	21,731 00	4,891 40	1,054 59	1,155 00	30,092 08	88	40	45	402	252	
Middlesex.....	7	7	79	79	82	10,419	2079	1555	1219	1580	394	13	202	6,803	3040	10	89	23,430 00	5,000 42	400 55	600 00	29,530 97	110	52	58	444	222	
Monmouth.....	14	13	110	110	123	10,188	2394	1696	2132	1838	1292	224	332	9,306	4504	101	1 62	25,384 50	6,163 05	2,992 21	3,000 00	36,610 65	125	54	41	380	270	
Morris.....	11	11	112	111	120	10,734	2609	1958	1533	1370	63	116	7,417	3728	9	08	16,576 36	6,187 25	2,661 69	1,350 00	26,844 78	181	107	44	367	255		
Ocean.....	6	6	47	42	42	4,345	136	384	1036	489	323	80	24	2,408	1167	7	2 00	9,660 00	2,155 22	309 33	278 22	6,427 84	45	34	14	311	265	
Passaic.....	6	0	35	35	44	1,433	1781	1230	913	663	524	1	166	4,911	2018	10	1 00	15,578 31	3,456 87	1,966 42	360 00	20,970 61	74	25	63	395	254	
Salem.....	10	9	67	64	81	7,281	720	1055	1757	1480	664	284	171	5,884	2809	01	1 47	7,958 59	3,540 43	2,413 34	1,650 00	13,650 36	102	53	49	360	212	
Somerset.....	8	8	73	75	79	6,824	773	793	891	1127	919	721	33	4,404	2301	16	1 57	11,162 00	3,474 71	4,127 21	4,575 00	23,284 92	83	63	36	374	279	
Sussex.....	13	12	124	120	133	8,295	1074	1445	1741	1530	506	113	82	6,718	3635	81	1 94	10,292 50	5,978 27	1,924 44	605 00	18,716 21	159	96	61	320	210	
Union.....	7	7	31	30	32	6,376	749	851	871	1408	813	15	94	4,678	2299	10	1 10	14,092 00	2,750 24	1,497 46	6,616 00	25,921 70	67	22	45	514	220	
Warren.....	16	15	112	110	111	8,778	1353	1050	2082	1114	684	133	43	7,022	3227	5	1 52	14,558 00	4,073 60	2,983 83	1,375 00	21,670 49	131	91	40	335	214	
	291	149	1460	1380	1691	187,700	27,628	24,277	31,565	30,600	16,991	1291	2302	131,749	85,475	91	\$1 26	\$353,275 12	\$97,390 57	\$43,317 20	\$55,650 56	\$639,632 45	2116	1183	903	\$998	\$234	

APPENDIX.

EXTRACTS FROM REPORTS OF TOWNSHIP SUPERINTENDENTS.

ATLANTIC COUNTY.

ATLANTIC CITY.

In filling up the report transmitted to me, I find myself very much at a loss to know how it should be done, from the fact we have had no public schools until now, which school is but just established, and has not been in operation quite one month. I have left some of the lines blank, because I did not know what to put in them. The \$704.54 in the eighteenth line, is money raised from year to year, previous to this time, for the support of public schools, which is still on hand. And in addition to the above sum, and during the same time, there was raised by tax for the purpose of building a school house, \$500, which will make \$1,204.54, which sum does not

include the \$376.92 which is due from the various sources, as appear in the report for 1859.

C. S. LEEDS,
Town Superintendent.

GALLOWAY.

I find it very difficult to comply with the requirements of the law in making an annual report. I was elected to this office in March last, and was somewhat unacquainted with some particulars pertaining to said office, and as the trustees of the several school districts in this township do not send in the census in a formal manner, and the teachers do not send in their reports, with only a few exceptions, it makes the business doubly more difficult to surmount. The trustees in some districts, or one at least, have occupied the school houses for other purposes, and has caused some hard feelings, as it appears. Our township did not raise any school money this year, and it put school matters at a dead stand, which is a common occurrence in such cases.

JOAB SOOY,
Town Superintendent.

HAMILTON.

I herewith transmit the annual report of this township, as far as I have been able to get them. The interest in the cause of education is increasing, I think, very rapidly. Free schools have been kept some parts of the year in all the districts except the seventh, in which they have had some trouble in reference to a school house, but are now about to erect a new one; in the fourth district two, and in the sixth, third, and eleventh, each one. Schools have been kept open nearly all the year, and are well attended.

The Board of Chosen Freeholders made a most excellent selection in appointing examiners, who require applicants for license to teach to pass a thorough examination—consequently we have teachers fully competent to fill their important stations.

I would suggest that blank reports should be furnished to each school, setting forth the

Number of scholars on the roll.

Number average daily attendance.

Number of dismissals for bad conduct.

Number of deaths.

Condition of school rooms.

Amount received exclusive of free money, &c.

The teachers being required by law to make such report once each term to the Superintendent.

I think this would furnish information in regard to the condition of our schools that it seems now almost impossible to obtain to any extent.

We anxiously hope for the time when our schools shall be made entirely free, giving to the poor equal advantages with the rich, for a thorough education.

C. E. P. MAYHEW,
Town Superintendent.

BERGEN COUNTY.

FRANKLIN.

In transmitting my report on the condition of the schools in this township, I would take this occasion to say that in a few districts considerable improvement is manifested, a greater interest is taken to have good and substantial school houses

and more experienced teachers, while other districts take little or no interest in their schools.

During the past year two neat and substantial school houses have been erected and another is in progress of erection, which, when completed, will number four buildings, of approved modern style. Three of the remainder are in ordinary condition, and three are much in need of improvement.

It is to be hoped that the example set by some of the districts, to have good and comfortable schools, will be followed by those districts which are yet allowing such unsightly structures to stand as monuments of disgrace in the districts where located.

In district No. 1, only one term has been held, owing to the loss of their former school house by fire. This district has become incorporated, and will soon have a building erected suitable to the wants of a thriving and prosperous district. It is in contemplation to have a school in which all branches, not only of a general English education, but also a commercial and classical education can be acquired. Already a principal has been engaged, and the school will no doubt soon be in a flourishing condition.

But while some districts are flourishing others are not. The children in those districts are deprived of that education which in after years they will have great cause to lament. I would again earnestly urge on our Legislature the propriety of increasing the school fund, in order that our schools may be all entered free.

C. A. WORTENDYKE,
Town Superintendent.

HACKENSACK.

For the last two years the County Board of Freeholders declined to appoint County Examiners, which is in opposition to the uniformly expressed wish of the people of this township.

The Freeholders of this township were instructed to use their influence to secure the appointment of Examiners, one of whom, at least, should be a practical teacher, but they found themselves in the minority.

It is generally believed that well qualified and discreet Examiners would not only increase the interest manifested in behalf of public education, but also exclude from our schools incompetent teachers, who now find the access to them comparatively easy.

When the examination devolves upon the Town Superintendent and Trustees, nothing more seems to be needed than to satisfy the Trustees, the requirements of the school law being but a secondary consideration.

It is clear that Town Superintendents and Trustees, selected as they are, are not and cannot be so well qualified to perform their duties as a board chosen expressly for their fitness for the office. Neither can trustees be supposed to act independently of the influences which prevail to a greater or less extent in their respective districts, and which are brought to bear in favor of the employment of teachers at salaries so moderate as to exclude a class of teachers more desirable than those we may always expect to have under the present mistaken economy.

Two of the schools of this township maintain free schools.

The discrepance between the number of resident children and the number habitually attending school, may in a measure be explained by the fact that there are three private schools in the township, and that in our district no school has been taught the past year. Still, lack of punctuality and regularity of attendance remain the crying evils, for which there seems to be no remedy except it be made compulsory on parents to correct them.

JOHN VAN BRUNT,

Town Superintendent.

HARRINGTON.

Three of our schools are furnished with experienced teachers, whilst the remaining two have young teachers that have never taught before. Besides, we have a part of a district situated within our limits, but the school is taught in another township. The condition of the schools is much the same as last year. We have no County Examiners, therefore it has been my duty to examine three teachers during the past year. Four of the schools have been kept open the whole year, allowance being made for the usual vacations. The remaining one has had only about six months school for the year. It is my intention, as soon as convenient, to have all the schools of my township adopt a uniform set of text books, a subject which has not received a proper degree of attention throughout the various parts of our county.

CHARLES TANNER,
Town Superintendent.

HOHOKUS.

The statistical report transmitted, I have endeavored to make as accurate as circumstances would allow; owing to the frequent changing of teachers, and their neglecting to report the desired information, the sixth, seventh, eighth and ninth columns may not be as accurate as may be desired. Although the condition of the schools in this township is not such as may be desired by the friends of education, I am happy to say there is an improvement in most of them, and especially where the modern or Normal method has been adopted. In district No. 2, (Masonicus,) it has been more extensively practiced than in any other in this township, and the school is more advanced and prosperous. A public examination or exhibition of the school is given by the teacher at the expiration of each term, and lectures on education by distinguished

persons. These exhibitions are well attended and very interesting. I recommend the same to all who desire to see the cause of education prosper.

Farmers and mechanics have their exhibitions, and why not schools and teachers?

In connection with the trustees, I have examined eight teachers and licensed six. The qualifications of some were not such as we desired, but most of them having been employed by the trustees, without a knowledge of their qualifications, and becoming somewhat attached to the scholars and some of the employers previous to their examination, it seems to be a delicate matter to refuse a license, although the teacher may be deficient. If teachers were examined previous to taking schools, or being employed to teach, we should have better schools and more competent teachers.

The number and condition of the school houses in the township is about the same as in previous report with regard to dimensions. Instead of reporting most of them to be ten by twenty-six feet, it was eighteen by twenty-six, (a mistake having been made by the printer.) The school house in Hohokus district is the largest and best in the township, being furnished with the modern style of seats and desks, and also suitable seats for visitors, of which most of our school rooms are destitute. Next in order is the school house in Union district, Saddle River, which is twenty by thirty feet, with play ground attached, containing half an acre. The school house in No. 2, (Masonieus,) has the best interior, being better furnished with books and apparatus than any in the township, and I trust the employers will be induced to make more room and improve the external appearance also.

I have visited, according to the requirements of the law, and in some cases in company with some of the trustees and employers, but I am sorry to say there is a lack of interest in visiting schools, and will continue to be unless our schools are made more interesting, by employing suitable teachers and furnishing the necessary apparatus, and the light of our State

Normal Institution shall have dispelled the gloom of custom and superstition. I hope and pray our representatives may be enabled to devise means to diffuse the light which has commenced to shine, until all the inhabitants of the State may enjoy its benign influence.

JOHN A. TERHUNE,
Town Superintendent.

LODI.

In reference to the general state of educational matters in this township, I can report favorably. At no previous time has the interest in school matters been greater. We raise now \$1.50 per pupil by town tax, which is 50 per cent. greater than the amount raised two years ago. The schools have taken a proportionably advanced standing, especially the graded school in this village. A tax of \$200 has been spent in improvements on the house.

Our Chosen Freeholders failed to appoint County Examiners. It has therefore devolved on our town superintendents to examine their own teachers, a duty which, so far as this township is concerned, we trust we may be allowed to say, has not been slighted.

AVERY S. WALKER,
Town Superintendent.

NEW BARBADOES.

In presenting the accompanying annual report, I beg leave to state, that as I have served as town superintendent only since the last annual town election, I do not feel warranted in expressing any opinion as to the progress which our schools have made during the past year.

It is not always an easy matter to determine the actual merits of a school. Indeed, some very inferior schools may,

by shrewd management, be so exhibited as to make a very creditable appearance to the casual visitor; and to arrive at an intelligent and reliable estimate of the progress of any school, requires a lengthened term of supervision, and more frequent visits to the school room than I have been able to make. I shall therefore confine myself to a simple statement of the present condition of the schools of the township, so far as I have been able to acquaint myself with it, in my limited term of service.

There are in this township nine districts and parts of districts, six of which are union districts. In one of these the school house is in the adjoining township of Hackensack, and in compliance with your suggestion, the returns from this district are not included in the accompanying report. Another of these union districts is a new district, recently formed from a portion of this and the adjoining township of Lodi. The trustees of this new district have a large and convenient brick school house now in process of erection, which will probably be opened for school in the course of January; but as they have not yet opened a school in the district, the returns from the district are embraced in those of the districts to which the new district originally belonged.

The school houses of the township, including the one above mentioned, as not yet completed, are eight in number, five of which are built of wood, and three of brick. Five have one room, three have two rooms. They are all kept in good repair, and with one exception have play ground attached, of greater or less extent. Two of them have the old inconvenient desks fastened around the school room. Six are comfortably furnished with modern tables, etc. During the past year the sum of \$675 has been raised in three of the districts to remodel and refurnish their school rooms, and in the new district referred to the sum of \$1200 was voted for the erection of the district school house.

The schools of the township have been kept open the whole of the past year—the usual summer vacation excepted—with

two exceptions. In addition to the summer vacation, the school was closed three weeks in the strawberry season, and in the other the school was closed for a term to allow the school room to be refurnished.

Upon the whole, our schools may be said to be in a very satisfactory condition. They do not, of course, all exhibit the same degree of excellence, and in most of these, perhaps, there is room for improvement. But, as a whole, their average condition, I think, is highly gratifying. Some of our teachers are graduates of the Normal School, and all of them appear to be young gentlemen and ladies of intelligence, who have adopted teaching as their profession, and who seem ambitious to discharge the duties of their calling with credit to themselves and with advantage to their respective schools.

In conclusion, permit me to suggest that the present mode of apportioning the public money among the several school districts appears to me to be open to very grave objections, and I cannot but think that the improvement of some of our schools, and the interests of public education generally, would be greatly promoted by a change in this respect. By the present mode of distribution, based as it is, not upon the necessity of the several school districts, but upon the number of children reported to the town superintendent, it necessarily results that those districts which need the least assistance receive the most, while those who have the greatest difficulty in supporting a school, as in the sparsely settled rural district, actually receive the least assistance from the public funds.

To illustrate. In one of our districts—a populous and wealthy one—the trustees always employ teachers who profess the highest order of qualifications, and pay them liberally for their services. Yet the tuition paid by rate bill is only about a dollar a term. Another district, having an equal number of children, and employing the same class of teachers at the same salaries, but having a larger proportion of the poorer or non-paying pupils, is obliged to raise by rate bill, perhaps, a dollar and a quarter a term. Yet another district

of large geographical extent, but thinly peopled, sustains a school with extreme difficulty. They cannot give their teacher even one-half the compensation the others receive, and yet their tuition paid by rate bill amounts to fully a dollar and a half a term.

Now, this inequality among the school districts of the same township, it seems to me ought to be obviated, so far as it is possible to do so, in the distribution of the money raised by the township. The township tax is imposed for the support of the schools of the whole township. Every district bears its full proportion of the burden of such taxation, and as a matter of simple justice, every district should receive its full share of the resulting benefits. Whether this inequality could be entirely obviated except by making the schools of the township free, is perhaps doubtful, But it certainly is an evil which, it seems to me, ought to be remedied, so far as practicable, by appropriate legislation.

CHAS. HASBROUCK,
Town Superintendent.

WASHINGTON.

In addition to statistics, compiled from the best authorities, I would state that, having no County Examiners, I have in conjunction with the trustees, examined and licensed the teachers in our township that had not been examined.

We have in Washington township four wood school houses, newly erected, painted and furnished neatly. We have also one brick and one wood building, not quite as modern, but suitable for their purposes.

The union districts, three in number, are out of the township, and are not included in this report. I have visited twice, with one exception each school, and have found generally speaking, that our teachers are left to pursue the "even tenor of their way;" unheeded, uncared for; the inhabitants

seem to be too intently engaged in pursuit of the "almighty dollar" to spare time to attend to the best interest, and future welfare of their children.

Trustees' visits, like "angel's visits," are few and far between. Any common laborer would not be left one week on a farm alone, for that would involve a matter of dollars and cents; yet children are sent to school, year after year, without parents caring how they are taught, when the future welfare of the child depends upon the character and education acquired in early years.

Permit me here to record my "pursuit of knowledge under difficulties." Last April I commenced my duties, after four months had elapsed of the current year, and at once endeavored to procure the registers of the different schools. In two out of the six districts were found books with the registers, as required by law.

Teachers had vanished. Registers on loose sheets of paper ditto. In some, the daily roll of attendance was found; in others none, and it was quite a problem how to make out my returns in the fall.

Our Legislature undoubtedly contemplated full and accurate school statistics, and authorized the payment yearly of considerable sums of money to town superintendents to procure the knowledge, and they are obliged to "approximate to the truth;" in fact, to guess at what should be a certainty. Remedies, in my humble opinion, are required. Deprive every school district of its public money that fails to do its duty, and troubles would soon cease.

Perhaps this could not be legally accomplished, but some penalty should be applied to trustees that do not attend to their duties.

GEO. B. BROWN,
Town Superintendent.

BURLINGTON COUNTY.

BEVERLY.

In using the blank sent me I have found it difficult to give *direct* answers to all the queries put in it, and don't know but that, for the sake of clearness, I ought to have written out my report altogether so as to have afforded more room for explanation where needed.

My report at best is but *a guess* in many of its items, but is the best that I can glean under the circumstances.

Our township was erected only last spring out of a part of "Old Willingborough," and we have no statistics back of that time to furnish a guide, besides in some of the schools no register is kept, so you will see that anything like accurate statistics from me are impossible this year.

We hope to do better another year, and unpromising as our report appears this year, I still feel warranted in saying that a large degree of interest is felt by our people in the subject of common school education.

We have in our township several private schools, as also the Branch Normal or "Farnum School," which would, if included in the number reported as attending school, show a considerably increased per centage of attendance at school of the children of the township.

The inconvenience of the district system of tax raising is serious, as well as unsafe, being so liable to abuse in some localities, and yet it is better than nothing; and even the raising of tax by townships is also objectionable in some measure, because liable to abuse, yet better, perhaps, than to do it by districts, though we have not been able to avail ourselves of it as yet.

Oh! may the State soon recognize her duty, as well as pri-

vilege, to provide by some general system for the rudiments or beginnings of an education for all her children. Why may not her common school system be soon made to outshine her unequalled battle ground remembrances?

One-fourth of one per cent. tax, with the state and county appropriations now received by us, would, I think, make all the schools in our township free at least two-thirds of the year, perhaps nearly the whole of the school year; but two-thirds of the year seems to me to be about as much as is desirable for the "free schools."

A. H. NICHOLS,
Town Superintendent.

BORDENTOWN.

The school houses are in good condition. They are all frame buildings except one in the Bordentown district, which is built of brick. It contains four rooms, and is capable of accommodating six hundred scholars. Eight teachers are employed in it, consisting of a male principal and seven females. There is also a colored school in this district, taught by a colored female teacher.

My visits to the schools have been many, and I have been gratified with the improvement of the schools, in the deportment of the scholars, and the progress they are making in their studies.

A number of children residing in this township attend other schools outside of the township, they living much nearer the other schools. There is also quite a number of children who attend private schools, of which there are several established amongst us. In two of the districts the teachers are paid a salary. In the other district the teacher gets three cents per day for every child taught. This school is attended by children from two other townships, it being situated near the boundary lines.

The male teacher in the Bordentown district is paid five hundred dollars a year; female teachers from two hundred and seventy-five to one hundred and seventy-five dollars per year. In the second or Fieldsborough district the male is paid four hundred, and the female three hundred dollars a year.

No county examiners are appointed. Teachers are licensed by the superintendent and trustees of their respective districts.

Three dollars is raised by tax for every child between the ages of five and eighteen years, for the support of schools.

CRAIG RIDGWAY,
Town Superintendent.

BURLINGTON.

All our teachers are duly licensed, and all our schools free, except one for colored children, which is partly sustained by private aid. Examinations of teachers are conducted by myself, as we have no county examiners. But one-half of the amount under the head of "Amount received from State," has been paid as yet into my hands, but as these payments are usually made semi-annually, I presume I am correct in the sum stated.

HOWARD PUGH,
Town Superintendent.

CHESTER.

The schools throughout the township of Chester are in a prosperous condition generally. The cause of education receives more attention than formerly, but is not yet brought up to the standard which the importance of the subject demands. We have had some six or seven female teachers from the State Normal School, who have given good satisfaction. We have

no board of examiners appointed by the county as yet. No free schools in the township.

JOHN S. STILES,
Town Superintendent.

EVESHAM.

I am not able to give a very full report, owing to the fact that but two of the schools in the district keep a record in the school.

The schools have been kept open about eight months the past year. I believe the trustees manifest an increasing interest, and if we could have more of the practical teachers it would be much more satisfactory.

JOSIAH ROBERTS,
Town Superintendent.

LITTLE EGG HARBOR.

I find it difficult to make my report as correct in some particulars as I could desire, owing to the want of proper school registers being kept by the districts, and the delinquency of teachers in not sending me copies of their school lists, although requested to send them at the end of each term. The chief of the statements, however, are entirely correct, and all approximate closely.

The township comprises ten whole districts and a part of a district, which latter, situated in a remote part of the township, is completed by a part of a district in Stafford township of Ocean county, and the school house having been removed during the past year into the other part of the district, I have not reported it with our schools, as has been the custom heretofore. The number of children belonging to said district, who reside in this township, is thirteen, and is included in this

report. There has been no school in the district during the past year.

The schools are gradually improving; two have been in operation nearly the whole year, and two others between six and nine months, and in all the districts (excepting one, and the part of a district above mentioned,) schools have been sustained from three to six months. The average in all the districts is between five and six months.

The disadvantages of the sparsely settled districts, referred to in my report of last year, seem to render it impossible under present circumstances to raise their schools to a desirable standard.

Our best districts now command the services of first class teachers, and in these the schools are in a prosperous condition, while some others, unable to pay a liberal price for teaching, do not exhibit such favorable results. The majority of the teachers are native citizens of the township, and while some of these are fully competent for the discharge of their duties, others, it must be confessed, hardly possess the necessary literary qualifications for their vocation, but being persons of good moral character, and being so situated as to be able to teach upon more reasonable terms than are demanded by strangers, I take pleasure in giving them every encouragement in my power, believing that many districts are thereby better accommodated than they otherwise could be, and that the interests of education are, upon the whole, more rapidly advanced. We have no teachers from the Normal School, but such as are among us from other States are well qualified and respected.

An effort has been made to introduce a uniform series of books in the schools.

In the early part of the year an examination of books, kindly furnished by D. Appleton & Company and Ivison & Phinney, of New York City, was held, at my request, by a committee of competent gentlemen, and the following were se-

lected as most suitable to recommend to the schools of this township, viz :—

Spelling Books—Town's, Sanders'.

Readers—Sanders' Series.

Geography—Cornell's Series, Mitchell's.

Grammar—Well's, Brown's.

Arithmetic—Thompson's Series, Greenleaf's.

United States History—Quackenbos', Goodrich's.

Composition—Quackenbos'.

In visiting the schools I have recommended the above works to the teachers where it is necessary or desirable to change the class books. Many of the above are already in common use in our schools.

Some defects exist in the school laws, which, in my opinion, retard rather than advance the interests of education, and many evils exist among ourselves which require correction and reform. A better organization of the schools is needed ; more interest and zeal in teachers and trustees are required, and, above all, a more generous spirit and hearty co-operation on the part of parents and the patrons of the schools, are earnestly demanded. Parents seldom or never visit the schools, and are consequently unacquainted with the conduct of the children in school, or with the aptitude, skill, and bearing of the teacher, and the thousand difficulties which beset him in leading the untrained mind along the rugged way of knowledge ; yet how often we hear words of dissatisfaction, and even of bitter complaint, against him, at some imaginary or trivial deficiency in his duties.

No class of men deserve the sympathy and moral assistance of a community more than the conscientious teachers of the young ; let them have it, and our schools will soon exhibit the good effects, by a higher and more rapid mental and moral development, whose origin will be traceable backward through the cheerful hearts of the teachers to the sunny fountains of our own charity.

THEO. T. PRICE,
Town Superintendent.

MANSFIELD.

Enclosed may be found my report relating to the public schools of the township. I am aware that much is wanting to make it either perfect, or what it should be, as hardly any records are kept in any of our schools, and what are kept are so crude that it was with much difficulty I gathered thus much. Our township is divided into ten school districts, nine of which are wholly in the township, and one (No. 9,) is composed of parts of the townships of Bordentown, Chesterfield, and Mansfield; the school house is in Bordentown township. Each district has a frame school house and play grounds to some extent; but two of those houses (in districts No.'s 5 and 6,) belong to private individuals, (the teachers,) which, in my opinion, is entirely wrong. I hold that each district should own a house, &c., complete, and be free, not beholding to any, much less to a teacher.

The unpleasant duty of examining and licensing teachers has fallen upon myself. Most of our teachers have been examined and licensed, not all, on account of late changes; three applicants have been refused. It is a matter to be regretted that our county freeholders are so derelict of their duty as to neglect to appoint county examiners. This appears to me to be one of the most important duties imposed by law upon that body, and why they should pass it by unheeded is a mystery to me. I think that the incoming Legislature should take the matter in hand, and pass a more stringent law, imposing a penalty upon such delinquents. If county examiners were appointed many difficulties that otherwise are almost insurmountable might be obviated. Many know the difficulty of selecting and electing suitable persons for examiners at our annual town meetings, and often, when elected, they are deterred from doing their duty through fear of the loss of popularity, or of estranging some of their friends. Cases often occur in which farmers, mechanics, and others conceive the idea that one of their sons or daughters, a mere lad or lass, is

large enough, and therefore qualified to teach their district schools, and through their influence many such teachers are imposed upon the public, often to their disadvantage and the loss of the community, and in many such cases the town superintendent dare not, or does not, interfere. I respectfully submit, whether it would not be wisdom in the Legislature to pass a law compelling the board of county freeholders to appoint examiners, and that every teacher, on receiving his or her certificate of license, shall pay to said examiners a certain sum, say one dollar, as their compensation, thereby relieving the county of so much expense; also imposing a penalty on the town superintendent for paying money to any teacher who does not possess such certificate of license.

Our township has received for the present year, from the State appropriation, the sum of \$417 02, in addition to which it has been the custom here for several years past, to raise by tax a sum sufficient, together with the state appropriation, to make three cents per day for each child's attendance at school; which will make about \$2,400 to be raised by tax the present year. This makes the schools all free, excepting the fuel bill, and constitutes the teachers' salary.

I feel gratified that I can say, that an increasing interest is continually manifested in behalf of the much neglected cause of education; but much is yet wanting both from trustees and employers, and hardly any subject of much importance continues to be so neglected. If a farmer hires a hand to till his soil or feed his swine, he will occasionally stroll into his fields or walk to his styes; but does he ever enter the school house in which his children are being educated? or does he even catechise them concerning their studies? I fear the negative is too often the case; and from observation I am forced to believe, that it is but little better, in general, in respect to the trustees; many of them seldom, if ever, enter the school house except when called by the teacher to sign an order, &c., or on some other business. Such being the case, can we wonder that teachers feel neglected and are careless

in discharging their duties, or that our children do not progress in their studies. School No. 7 is the only one in this township regularly visited and cared for; this belongs to the society of Friends, and from observation I am led to believe, that in general, those schools are far better attended to and looked after than the ordinary district schools. Another prevalent error exists in too frequently changing teachers. It is impossible to succeed until both teacher and pupils become intimately acquainted with each other's dispositions, &c.

As much is wanting, let us persevere, and when we shall see the subject in its true light, we will then have seen the morning star of every enlightened nation—the great fertilizer and equalizer that places the sun of the poor man on an equality with him of the rich man. Education deprives the prison of its demons, and the poor house of its paupers. It is the noblest cause that man can espouse, and the grandest theme that the philanthropist can embrace. On what richer soil, in what safer granaries or storehouses can the father labor, or deposit his earnings, than the minds of his children; every effort thus spent will be like unto that “bread cast upon the waters,” returning after a few days with its usury, a hundred fold. What prouder feelings can animate the breast of an affectionate parent than those inspired by looking on a group of lovely, obedient and well educated children, knowing as he does that those children are soon to become citizens of one of the greatest republics that ever existed, “citizens knowing no equals but each other, and no superior but their God?”

FRANKLIN B. HAINES,

Town Superintendent.

MEDFORD.

I enclose herewith my report of the township school affairs during the past year, which approximates as nigh to the truth as the imperfect returns received from the teachers will permit.

No examiners have been appointed for the county—no free schools in the township. Here the matter of public free schools does not obtain the hearty support of the great body of property owners ; what is done is after the ancient pattern, and both in the school houses and furniture, together with the teachers, things are generally as they have been for many years past. To the too general indifference of the greater part of the people of this township to its educational interests I must attribute this want of progress. This I do not say in a fault finding spirit, having the firmest faith in the eventual progress of the cause of education on a broader basis and in a more liberal spirit here as well as elsewhere. We want to be more fully aroused to this important subject, and the people to see and feel the necessity of doing more in its behalf. The aid of the press is invoked ; let us have public meetings called with able men to address, showing the superior advantages of a better system and the greater progress made elsewhere under such. These thoughts and suggestions have occurred to me in connection with my duties during the limited period of my holding office.

JOSEPH EVANS,
Town Superintendent.

SOUTHAMPTON.

There have been no examiners appointed for this county. Our schools generally have been conducted economically. Eight districts of the eleven had saved an aggregate of about \$1000, eight hundred dollars of which was due from the township ; the balance was in my hands. At our last town meeting I offered a resolution, which was passed, to release the township of \$500 of this debt, to avoid additional taxation, each district to release an amount in proportion to its number of pupils. The other three districts having no surplus, were obliged to discontinue their schools for a short time, or

require the patrons to pay the tuition ; the former was preferred—but they were the least populous districts, and the number of pupils usually attending in the summer would scarcely justify the expense of a teacher even if their means were abundant. Considerable opposition was made to the resolution, and threats of an appeal in the matter.

Teachers still fail to make reports, as directed, hence the imperfection of mine.

CHAS. B. JONES,
Town Superintendent.

WASHINGTON.

I send you a report of the schools in this township. There are seven districts in this township, in five of which schools have been kept during the past year. In one of our best districts we are building a large and commodious school house, for which the moneys due that district have been appropriated. Seventy-five dollars per term of three months is the sum generally paid our teachers. I have received for school purposes in the past year \$685 93. I have paid out for school purposes \$523 73. The schools now in operation will take nearly all the balance in my hands.

Our school houses are generally in a good condition, built chiefly of white cedar, and I think I may truly say there seems to be an increase of interest manifested in regard to education. This township raised for school purposes last town meeting \$600, being \$200 more than the year previous. So far as I have been able to visit the schools I have found them in a prosperous condition, with a proper regard for the health and comfort of the children. Our township numbers 508 children between the ages of five and eighteen years. On account of building the house before mentioned, there has been no school in that district since last spring, but the house will be ready to open in a week or so longer.

JESSE A. JOHNSON,
Town Superintendent.

WILLINGBORO.

I entered upon the duties of my office in third month last, and in consequence of the teachers (who taught our school during the winter) having failed to have any information from which I can make an accurate report, I am left to fill up the same to the best of my knowledge.

Our township is small in extent of territory, but will, I think, compare favorably in point of educational interest with any in the county.

I take pleasure in saying that our schools are now in a flourishing condition, and that the children are making a favorable advancement in their studies.

We have no County Examiners, neither have we any free schools in the township.

JOSHUA R. MOORE,
Town Superintendent.

CAMDEN COUNTY.

CITY OF CAMDEN.

I regret my inability to have complied with your requirements as to date for sending my report.

It is my privilege to state that our schools are full, well attended and in a prosperous condition.

The teachers are all well qualified, and give general satisfaction.

Some changes have been made in our teachers during the past year, which we believe to be for the benefit of our schools.

Our schools have been re-classified during the year, and divided into grammar, secondary and primary schools.

We are much in want of more school rooms. We expect and intend building a new school house in the North Ward of our city during the coming season, one that will be a credit to the city, and embrace all the modern improvements in school buildings.

It gives me pleasure to say that an increasing interest is felt by our citizens in the cause of public school education.

JAMES M. CASSADY,
Secretary of the Board of Education.

GLOUCESTER.

Our schools are not in a very flourishing condition, owing in part to the want of competent teachers, and again to the want of interest by the parents, &c. No registers, as required to be kept have been in the schools, so, in my report I have by careful investigation approximated very nearly to the truth. The past year being my first as Superintendent, I could not bring everything to be done as it should be. Again, as remarked above, the want of good teachers is very severely felt. We have a few of such as will do their duty, and here let me say, no person can be a competent teacher who lacks energy of character, and it is to be deplored that so few who have received a good or collegiate education are so deficient in this much needed qualification. Hence we are sometimes compelled to employ teachers who not only lack the requisites above named, but seem to regard a teacher as one above the ordinary class, (and so they should,) forgetting that work, hard work must be done, application, so full of thought, that every motive, every action of the pupils must be weighed in the balance of sound judgment, so that it may with truth be said, that he who can govern a school correctly can govern an Empire. And how few of such do our seminaries and colleges

turn out; few, very few indeed. The vocation is often catched at as drowning men catch at straws, who, without energy of character, fail in everything they undertake, at last, seeing nothing in the future but the quiet retirement of the country school house, considering that when everything else fails, this will not. And until our public schools are brought to that state of perfection that in them we can have the full course of a good English education, shall we want for good teachers. For when each school turns out its tens, its twenties, yes, and its hundreds of good scholars, can we choose the best and leave the rest.

We have just passed through an interesting session of the Camden County Teachers' Institute, held in Blackwoodtown, under the charge of Professor Phelps, of the State Normal School, who acquitted himself in a way as to insure, we trust, lasting good to the cause of popular education, aside from his popular lectures, which were given to full houses: his dignified yet courteous demeanor, had its full share of the public regard.

SETH HILLMAN,
Town Superintendent.

NEWTON.

Having been again elected to fill this responsible station after an interval of three years, it affords me no little gratification in being able to announce in enclosing this report, an increased interest in all the districts upon the importance of the scholastic education of our youth. This change is most strikingly displayed in the incorporated districts, of which we have five, one only remaining that has not yet adopted so salutary a measure. This cheering prosperity of our schools is no doubt owing in a great measure to the ability given to the districts to raise by special taxation a sum barely sufficient to carry out the limited views of the trustees. But this proceed-

ing has been opposed by some, creating much dissatisfaction, for it occasionally falls on those most heavily who have no children, or having grown up prior to the existence of the school laws. I doubt not but the system of instruction practiced by our teachers in the township, compares favorably with that of our neighbors, yet it is obvious under the present state of things, insuperable difficulties beset us, by which we are borne down as a cart laden with sheaves, the most of which are: Firstly, the limited means appropriated by the State, requiring recourse to that, to some, most unwelcome system, special taxation above named; by the aid of these and other resources the schools are just able to survive a space of time, which in two districts is about eight months, the other four somewhat longer; two of the last by great exertion, nearly all the year. Yet the colored schools are only open from three to six months in the year. Secondly, the indifference manifested by too many of the trustees and parents in not more frequently visiting the schools, and taking an active part with the Town Superintendent in the exercises thereof. For the correction of these evils I would with due submission most respectfully suggest: Firstly, that an additional appropriation of \$100,000 be made by the Legislature to the school fund, whereby means would be afforded for procuring teachers of a higher grade; for purchasing necessary apparatus and furniture, for the enlargement, alteration and repairs to the school houses, and for other educational purposes. Secondly, that it should be obligatory upon the Town Superintendent to visit the schools at least once a month, or oftener, if necessary, to advise with the teachers, to point out in proper manner defects or omissions that may appear evident, to deliver a lecture on some useful subject at each visit, and lastly, to encourage the pupils in their studies and in an orderly demeanor in and going to and from school. Having spent a large portion of my early life in teaching the young idea how to shoot, I do most unhesitatingly declare as my firm conviction, that if such measures were acceded to, a radical change would

follow. It would infuse a new spirit into the officers in charge of this deeply interesting subject, feeling their hands supported by the mass of the people, an increased attachment to their books by the pupils, and a consequent rapid advancement in their studies observed even by "him who runs." The opponents of the schools would greatly lessen, or become extinct, the respectability of these institutions immeasurably promoted, that we might literally realize,—“Lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come, and the voice of the turtle is heard in our land.”

Nine of our schools are free, the remaining two partly so. The last town meeting agreed to raise one dollar per capita, on the number of children of the legal age, amounting to 1000. The teachers are all licensed according to law, which task falls mostly on the Town Superintendent.

B. W. BLACKWOOD,
Town Superintendent.

CAPE MAY COUNTY.

DENNIS TOWNSHIP.

I enclose my report as School Superintendent of this township for the current year. The school system is working as well as possible under the circumstances. With money enough to keep the schools in operation but six months in the year, on an average, it cannot be expected that the advantages accruing can be anything more than proportionate to the amount expended, and perhaps hardly that. There is a serious drawback with our public schools in consequence of the constant

change of teachers, the same teachers seldom remaining more than a single quarter. The consequence is, that teachers are too apt, without enquiring into the competency of scholars, to put them back into the rudiments, whether in grammar, geography, or arithmetic. The consequence is, in the successive change of teachers, that the scholars find themselves, after going years to school, still groping their way in the single rule of three, or thumbing the leaves of etymology, when, with a judicious use of their time, they should have finished up their studies, and been prepared to enter upon the higher duties devolving upon them, of acting their part in the drama of life, upon which they are now to experiment.

County examiners have been appointed for the present year, and the teachers are all duly examined before receiving their licenses.

MAURICE BEESLEY,

Town Superintendent.

LOWER.

In presenting the annual report of the condition of schools of this township, I have nothing of special interest to record. We have in this township at the present time, five districts and six schools, all in operation. County examiners have been re-appointed, and the teachers employed at present have all been examined and licensed according to law, and are laboring hard, and have accomplished all that could be expected, considering the circumstances under which they labor, and they seem to feel in some degree the great responsibility that rests upon them. We have a school in District No. 1, for colored children, taught by a colored teacher, who seems to be much interested, and the school is progressing. In visiting the different schools I find them to be as forward as can be expected under the many disadvantages that attend our public schools. There is a great want of interest in this township

among parents and guardians. It seems strange that in a township like this they should be wanting in this, the proper attention to the education of the rising generation. It is from the public school that very many of our children are to receive their only education, that they are there to form those habits of thought and principles of action which will influence their future life. Education, then, is a subject which every good citizen, and especially parents, should be interested in, as the rising generation is the hope of the Church, and will be the bone and sinew of the State. Should they not be looked after and cared for while attempting to improve and expand those faculties of the mind which will fit them for usefulness in life? Should not all the public schools be visited and encouraged by their presence, by a word of counsel both to teachers and to scholars, and not to leave all those most important matters to the direction of the teachers who often need stimulating in all the responsibilities that so heavily press upon them? It is a sad fact, that many of the trustees do not visit the schools under their direction once per quarter, and yet desire the advancement of the same.

JOSEPH E. HUGHES,

Town Superintendent.

MIDDLE.

To the statistics submitted I have but little to add. Our schools are in an improving condition, and generally well supplied with books. Trustees are becoming more interested in the cause of education, examiners have been appointed, teachers have been examined and licensed, and the children of this township are deriving more benefit from the working of the school law than at any former period.

JOHN W. SWAIN,

Town Superintendent.

UPPER.

My report is as correct as I can make it with the materials on hand.

The Board of Freeholders have appointed examiners in the county. All the teachers are examined by them, in connection with the Superintendents.

The schools are all free, and the teachers are all qualified for their work, and the scholars are making good progress in their studies. The inhabitants generally are well pleased with the free school law.

JOHN JONES,
Town Superintendent.

CUMBERLAND COUNTY.

BRIDGETON.

In sending my report I have but little to say; nothing different from last year. You will perceive that our schools are all entirely free that come under the notice of the Town Superintendent. There is a female school in Bridgeton well attended, where the higher branches are taught, but that is a private enterprise, and does not draw from the public school fund. Our schools are advancing in knowledge and public favor. If we had more funds we could appropriate it to advantage; what we get from State and county is but a small item. You will perceive by the report that we depend principally on our own resources.

LEWIS McBRIDE,
Town Superintendent.

COHANSEY.

Annual return of Cohansey Public School from December 1st, 1858, to December 1st, 1859:—

Number of children between 5 and 18 years,	382
“ pupils present for one year,	16
“ “ “ less than 12 but more than 9 months,	75
“ “ “ less than 9 but more than 6 months,	52
“ “ “ less than 6 but more than 3 months,	68
“ “ “ less than three months,	109
Whole number attending,	320
Average daily attendance,	146
Number of colored children taught in a separate school, exclusive of the above,	15
Whole number who have attended school,	335
Average number of months schools have been taught,	12
Terms of tuition per quarter,	Free.
Amount of money received by tax, for schools,	\$1,400.00
“ received from the State,	272.08
“ “ “ other sources,	48.47

Total amount raised for schools, \$1,710.55

Number of teachers four, viz :

One principal, male, salary,	\$500
One assistant, female, salary,	200
One principal, primary school, female, salary,	225
One assistant, primary school, female, salary,	175

WILLIAM S. BOWNE,
Town Superintendent.

FAIRFIELD.

Enclosed I send the statistics of the schools of Fairfield for the current year. Our schools are in a flourishing and prosperous condition. The interest manifested during the past year in the cause of general education has been marked and decided. I think I may safely say, that our schools are better disciplined, and are under the control of more competent teachers than at any previous time during my official term. Our present corps of teachers, for the most part, are men of skill and experience, and seem to labor faithfully to discharge the high duties of their profession. They seem to value the fact that their scholars have intellects, are rational beings, whose future much depends upon their efforts and labors, and many teachers are beginning not only to see, but to feel, the responsibility which devolves upon them: that to their care and instruction are entrusted those whose future life and character will reflect either honor or dishonor upon their youthful instructors. They seem to realize the great fact that "the boy is but the father of the man," and in order that the seed sown may bring forth good fruit, it is necessary that the ground be properly prepared and diligently cultivated. Teachers too often lose sight of the responsibility which attaches itself to the vocation of a public instructor; they fail to realize the weighty duties and ultimate end of their profession. Our public schools are institutions where men and women are made. 'Tis there their characters are formed—there the groundwork of a life of usefulness is laid—there the first dawns of maturer years burst upon their young minds, and they step from the student's desk into the rigid discipline of the world; and how much of their success in life depends upon the wise and judicious training of their scholastic days! The truths and instructions of youth seem like landmarks upon the pathway of life; they recall with pleasure those virtues and teachings of him who led them through the fields of science and drank with them sweet waters from the fountain of knowledge. Could

the diligent and faithful teacher but penetrate the misty veil which separates the present from the future, and see in the distance the result of his labors, he would often have cause for gratitude and thanksgiving, as he saw one after another of those who were his pupils make their debut upon the stage, and perform their several parts in the grand drama, some shining forth in the firmament of science and literature; others bright lights in the world of letters, he would feel that inward joy of heart which none but the truly meritorious can ever hope to experience. I greatly like to see a teacher not only enter upon, but enter into, his work. I like to see him buckle on his armor, as for a contest, and with a comprehensive knowledge of the work to be performed, enter upon the duties with a soul-inspiring zeal. The youthful mind will as soon detect a master spirit in the school room as will the scholar in the world of literature; they watch with Argus eyes the great motive power which impels their counsellors, and if prompted by high and pure motives, they catch the inspiration, and partaking of the sentiment, strive to profit accordingly; they feel the gentle and constraining influences which surround them, and mingle their sympathies and desires with his.

We have no County Board of Examiners, our Freeholders having failed to re-appoint them. The first year of their appointment was attended with difficulties, which could easily have been obviated in the future, had our Freeholders deemed it advisable to continue them; but the experiment not meeting, at the outset, their expectations, they abandoned the enterprise as fruitless, and returned to the original plan of licensing.

The trustees of Friendship School, situated at Cedarville, have made arrangements for a course of lectures during the coming season, the proceeds of which are to be expended in procuring a set of outline maps and globes for the above school. This enterprise not only secures to the school valuable material for the prosecution of their studies, but it like-

wise offers to the citizens a rich treat, in the shape of literary and scientific entertainment. Several eminent speakers have voluntarily offered their services to contribute to this undertaking.

But one district in this township maintains a free school, which, as I before reported, is done by special tax.

But my remarks have already been protracted to an undue length, and wishing prosperity in all that relates to the school interests of our beloved State, I conclude my report.

EPHRAIM BATEMAN,
Town Superintendent.

GREENWICH.

Occupying the position I do in regard to public schools of our township, I suppose it becomes me to make a few remarks in regard to their condition. In the first place parents and trustees do not take interest enough in the education of their children. They will walk right by the school house, where their children are, to look at a very fine colt they have pasturing just beyond, but never have time to stop and see how the child is progressing.

I think, too, that if we could have more money raised in our township it would do a great deal. We now raise five hundred dollars. I think eight hundred dollars would be nearer the sum proper.

Most of our school houses are too small; our children are too much crowded, and thus labor under great disadvantage in that way.

We have had three teachers from the Normal School, two of which have not had energy enough to keep a school alive, or discipline enough to keep them in order. Their system I think a good one where it can be kept up year after year, but where it is introduced just for one term I think it a disadvantage.

Three of our districts are paid by the term a certain salary, and no school in the district except the district school. The other has three schools a part of the time, and in the winter season only one or two, where they pay their teacher by the scholar, and each scholar draws an equal share of public money.

I filled up the blank report which was sent me as nearly correct as I could. Teachers are very neglectful about sending me in any list from their schools, and I am compelled to form my own ideas in a great measure.

Sickness in my family prevented me from attending to my duties as faithfully as I otherwise should have done.

In our first district, which comprises the village of Greenwich, we need a large new school house very badly, and I believe the project is talked of for another year.

RICHARD S. DARE,
Town Superintendent.

MAURICE RIVER.

As this is the first year that I have held the office of superintendent in this township, I am not able to give as full a statement concerning our schools as I would wish. I have found it difficult to obtain reliable information in regard to all of the schools in the township, as some of the teachers do not make out their quarterly reports. I have visited all the schools, and it affords me great satisfaction to be able to say that there are many evidences of improvement. Our teachers have all been regularly examined and licensed.

J. EDMUND SHEPPARD,
Town Superintendent.

ESSEX COUNTY.

BELLEVILLE.

Another year has passed away, and we have again to come before the public with the report of our progress during that period. Were it not obligatory it would scarcely be necessary to trouble you with the paper, for, truly, we have little of interest to report. We have had no changes in our districts, and have changed but one of our teachers. All of our schools have been conducted carefully, and the trustees of the several districts have been attentive to the charge committed to them, and our free school system has seemed to work well and be gaining in the estimation of the people. But it is to be regretted that a system in itself so well calculated to do good and to promote the cause of education among all classes of society, should have the tendency, in the minds of many, to throw off the responsibility of their children's education and trust to their teachers to do all the work. I wish we could devise some means to bring parents to come up to their obligations in this matter, and then our schools would do more good and the grand interest of society be promoted, and many young men and women be brought forward from our public schools prepared well to act their part.

SAMUEL L. WARD,
Town Superintendent.

CALDWELL.

The teachers's reports this year are more nearly complete

than those formerly received, and I have supplied deficiencies from data, which give quite correct results.

Two of the schools have been free for about half the year; the others have divided the public money into four parts, appropriating a part to each quarter. This method of using the school money gives very general satisfaction, and would be adopted in all the districts but for a few sticklers for the letter of the law.

No teachers are employed but licensed ones; and to entitle them to certificates, not only scholarship but aptness to teach is required, which qualification is rapidly growing in their estimation, as is shown by their improved methods of conducting their schools, and their meetings for mutual improvement.

My visits to the schools have been gratifying. They have evidently been a means of stimulating both teachers and scholars to make efforts which, if left alone, they probably would not have made.

An offer of a reward to the best speller, and another to the most accurate in simple addition, has excited a desire to excel in those fundamental branches of study.

ARTHUR B. NOLL,
Town Superintendent.

CLINTON.

The schools in this township are slowly but surely advancing in merit and advantage for accomplishing their end. Trustees and parents are evincing more interest in them and a highly commendable spirit prevails on the subject throughout the township. The highest amount of tax allowed by law is raised yearly by the unanimous vote of the citizens. One of the districts has raised by tax and expended a large amount in the repairs of a school house, making an attractive and beautiful edifice out of a building heretofore unfitted for their

purpose, and not at all prepossessing in its appearance. It is now really a house, "set on a hill," attracting the notice of passers-by, not only by its commanding position, but for its neat appearance. I take great pleasure in referring to this structure, as it presents an appearance becoming a school house, sheltered by trees and surrounded by grounds, affording ample space for the free exercise of the lungs and limbs of the pupils gathered within its walls. The appearance of the school room and its inmates does not belie its outward presence. Order, attention and improvement are the consequent issues of the training of the competent and accomplished teacher who superintends here. No school within my knowledge more truly carries out my idea of the parental rule and perfect government which should characterize every school, and which can be obtained by an exercise of the affections of the pupils gained through love and not through fear. I can make no comparison of this school with others under my jurisdiction, for there is another deserving the same commendation. I wish that every teacher in the State could visit these two schools, and learn how much better it is to govern the immortal mind intrusted to their care through love than by fear.

Clinton township borders on the large and important city of Newark. A consequence of the increase of population in that city has been the gathering together of quite a large community, composed of German families, upon the boundary line between Clinton and Newark, but within the limits of this township. I cannot speak in too high terms of the interest manifested by the heads of those German families in the subject of education. They are situated remote from the schools of the township, and, with families growing up around them, felt the necessity of increased educational facilities. During the closing months of this year public meetings were held by them, at which I was invited, as the town superintendent, to be present. I saw there what I never witnessed elsewhere at school meetings—a full attendance of all the citizens and a

practical expression to an extent unprecedented of their determination to educate their children. I was called upon by resolutions passed at one of these public meetings, to set off a district for their immediate section. With the concurrence of the citizens of that part of the township affected by the proposed new district, who heartily concurred in the project, a new district was formed, and that people have immediately gone into active operation, established a school, and seem determined, with a zeal worthy the cause, to do what they can for the sound and substantial education of their children.

I beg leave to call your attention to what I consider a defect, or perhaps what had better be called an omission in the statutes, relating to common schools. I refer to the provision for the abolition or alteration of an incorporated district. By section 10 of the supplement to the school law, approved March 14, 1851, (Nixon's Digest, page 739, pl. 41,) it is enacted, that "whenever the trustees of any school district shall become incorporated the said district shall not be abolished or altered without the consent of a majority of the taxable inhabitants of said district, and in case the same shall be abolished or altered the town superintendent and the trustees shall make and sign a certificate thereof and have the same recorded," &c.

There is here no authority given to any person to abolish or alter any incorporated district, and the only authority under the whole statute is by inference drawn from the fifth section of the original act, (Nixon's Digest, page 734, pl. 12,) that that power lies with the superintendent. But even if that inference may be taken from that fifth section it is uncertain, extremely so, and in a matter of so much importance, there should be no uncertainty. The provisions of the school law should be clear, certain and undeniable. The exercise of the duties of officers created under that law are exercised by the people, and it is highly important that these duties should be defined so plainly and unequivocally that no chance for disagreement of opinion should exist. An examination, how-

ever, of that fifth section, I think, will show that the power of the town superintendent is confined to such districts as he may set off and divide, for it is expressly provided that it shall be the duty of the "superintendent to set off and divide their respective townships into convenient school districts, with power to alter and change them, as circumstances may require." An incorporated school district is created by more solemn acts than the mere will or judgement of a superintendent. To incorporate a district the trustees are conjoined with the superintendent, and their joint action is necessary. But the districts to which the fifth section refers are created by the single action of the superintendent, and may be altered or abolished at his mere pleasure.

The Supreme Court in the several causes before them, in which this question was raised, felt the force of the omission, and in a cause decided in that court in November term, 1856, (the State vs. Jacobus, 4 Dutcher, page 131,) his Honor Justice Potts, delivering the opinion of the court, made mention of this difficulty.

I have thought this subject worthy of attention, as I have had it arise in my own experience, and advise you to submit the subject to the Legislature for action, if you deem my suggestion worthy of such a course.

J. M. WHITEHEAD,
Town Superintendent.

ORANGE.

In transmitting my annual report, I have to say with reference to the general condition of our schools, it is encouraging although there has not been that advancement during the past year that there ought to be. There are nine districts wholly in the township, and two parts of districts. The trustees of all reported the number of children between the ages of five and eighteen years.

The schools have been kept open in six districts twelve months each, in three others respectively, nine, eight, and six months. The two parts of districts I do not report, the school houses being in an adjoining township. The average time our schools have been kept open, as you will see from the statistics, is ten and a half months. Our teachers are regularly licensed in the manner prescribed, in the absence of county examiners. Schools are now in progress in all the districts. In one we have four teachers, of whom one is styled the principal, who has the supervision of the whole. I have called this one school. In two districts we have in each two departments, and these are conducted independently of each other in all the exercises of the school room. I have called each of these departments one school for this season. In the remaining six we have one teacher for each. In two districts the schools have been free, having been kept open just long enough to expend their apportionment of the public moneys. In seven the patrons have paid on an average sixty-eight cents per quarter for each scholar, in addition to their apportionment of public moneys, and with one exception the schools have been open the entire year. In one district (Ashland) a new school house has been built and furnished at an expense of about two thousand four hundred dollars, one thousand of which has been raised by tax in the district. It is arranged to borrow the balance for the present. The new building is a decided improvement on the old one, and the trustees, I think are entitled to commendation for their energy and enterprise for carrying the work forward to completion under many discouraging circumstances. In another district (Girard) they have raised by tax six hundred dollars to pay off the debt on their school house, and to make some necessary repairs. We have now very good school houses in all our districts but one.

Our list of books is the same as last year.

If possible, I would like to see each district furnished with blank registers by the State, so that there might be uniformity in the reports of teachers. There is now a great diversity

in the form of reports, and sometimes a misapprehension as to what is required in them. The result of these two causes is obvious to all who have given any attention to the matter.

I would like to see some plan adopted that would secure greater efficiency on the part of Trustees in the performance of their duties. There is too often neglect here. I also still desire to see some plan devised and adopted, if possible, to equalize taxation for the support of schools, so that while property holders pay the largest portion of the taxes, others shall not be entirely exempted, while they have the right to vote to raise money in this way. I think by doing this a great hindrance to the progress and efficiency of our public school system would be removed.

HIRAM INGALSBE,
Town Superintendent.

GLOUCESTER COUNTY.

CLAYTON TOWNSHIP.

Enclosed I send my first report of the condition of schools in Clayton township.

The blanks have been filled as correctly as could be under the circumstances, as I have not had the necessary reports from the several districts in regard to attendance. From the fifth to the eighth column it is not certain the figures are correct. All the rest may be as correct as possible.

There are five districts, one of which is connected with parts of others. In this respect it remains as reported last year.

First District—School house located in Glassboro. We

have two buildings attached, one 26 by 28, the other 24 by 44, each two stories high, and have ample accommodations for some time to come—(about two acres play ground.) Branches taught—Spelling, Reading, Writing, Arithmetic, Geography, Grammar, Algebra, Surveying, &c. This school is open all the year, except the summer vacation of about five weeks.

School divided into three departments, primary, intermediate, and grammar. The school is furnished with Webster's Dictionary and Lippincott's Gazetteer; also a good supply of maps, the property of the Principal. Bolivar J. Howe has charge of the school, with two female assistants. The inhabitants of this district are in favor of a free school, but it is not in a good condition as to its financial concerns. Too many fail to pay their taxes in proper time, consequently it affects the operations of the school very much.

I may speak of this matter further before I close my report and will take up the districts in proper order.

Second District—This is the central school of the township, and reports one hundred scholars.

School house very convenient; located in a rural spot, and might be a very good school if the inhabitants in the district would be willing to make an appropriation; but a majority of them are disposed to have school about as long as the State and Township money lasts. There has been about two quarters during the year.

Third District.—This school is located in the thriving village of Fislerville, and reports one hundred and sixty-four scholars. House very convenient; but this district is fully able to have a larger and more attractive school house, and I presume they will. The present teacher, Erwin T. West, is a man qualified to teach, and the trustees and people in this district are trying to do their duty in employing competent teachers. This school is open all the year, and the teachers are paid one-half from the public funds, and the balance an assessment upon the scholars, and, I think, is in as good con-

dition as any district in the township, and they prefer a school kept in this way rather than all free.

Fourth District.—This district is connected with parts of others ; the school house is in this township and reports twenty-eight scholars in our part. There seems to be but little interest manifested, and there is school about as long as they have public funds. This district is composed of parts of Clayton, Franklin, and, perhaps, Upper and Lower Pittsgrove townships, and they may be able to give a better account of this district. School one quarter this year.

Fifth District.—School house located at Hardingville, and reports eighty-five scholars. There have been about two quarters kept during the year. They now have a teacher employed for the winter term. The trustees inform me they get so little from the State and township, and as the inhabitants are unwilling to be taxed for school purposes, they cannot have such teachers and schools as they desire.

The Board of Freeholders did not appoint examiners this year, and the only reason assigned to me was it was an expense to the county. I would say, if examiners are necessary (and I think they are,) it ought to be made obligatory on the Board of Freeholders to appoint them. There are men who would make very good superintendents in other respects, and yet be incompetent to examine teachers in many things appertaining to an accomplished and qualified teachers.

The teachers have all been licensed as the law requires; in the absence of examiners.

Something might be said in regard to free schools. It requires a two-third vote to raise money to maintain them in some districts. A two-third vote can be carried for almost any amount of money the trustees may name, and most of those who pay a large amount of tax pay it promptly, while so many of those composing the vote fail to pay their tax in proper time ; and in fact show a disposition not to pay at all : consequently we have a free school (or said to be free,) at the expense of a few, and always behind in the financial affairs of

the district. I speak from observation and experience. What we have felt and seen with confidence we tell.

These things ought not to be so; and to avoid this I hope the day is not far distant when the Legislature of New Jersey will pass a law making an appropriation sufficient to educate all her children, that she may be worthy of example in her educational interests.

Then, and not until then, will she do her duty to the rising generation.

EDWARD T. LUTZ,
Town Superintendent.

DEPTFORD.

The public money has been used as follows:

Paid to trustees of organized schools,	\$177 06
“ “ teachers of free schools,	590 00
“ “ “ of schools not free,	1,244 47
Repairs, fuel, &c.,	134 00

\$1,945 53

In addition to the eight district schools reported, we have two organized schools open all the year, with an average of about fifty scholars, and a school for colored children, all of which receive public money. There are also two schools open at this time that do not receive public money. In filling up the fifteenth column I find there is no data from which to ascertain the amount paid per quarter by the patrons in addition to the public money. The price given is the average paid to teachers. For the same reason in the twenty-first column only the amount of public money expended is given. We have public money enough to keep the school free about four and a half months. In one district there has been a free school nine months; there are children in it sufficient for two schools all the year. One district had one quarter free. In

the remaining district the public money has been used as far as it would go, the employers paying the balance of the bills each quarter. We have no county examiners appointed, and I do not know that we have sustained any loss on that account. The trustees employ such teachers as they think proper; sometimes they get very good, competent persons, and at other times those who are entirely unqualified, as it has been heretofore, and as it will continue to be until the people generally take more interest in public schools.

B. I. LORD,
Town Superintendent.

FRANKLIN.

In accordance with the requirements of the law I respectfully submit to you the following:

The schools in Franklin township are improving; they have commenced in all the districts for the winter. There are some parents who do not send their children to school nor cannot be persuaded to, which I am sorry to say. Our teachers are all examined by the superintendent, there being no examiners appointed this year. We have had some teachers from the Normal School that have given good satisfaction, and I would prefer them to our common teachers. The text books are generally chosen by the teachers.

There is one thing that has operated much against public schools in Franklin township, and that is in making the districts too small, some not having money to teach more than one quarter without taxing, which does not work very well. I have nothing special further to say.

M. R. CRANE,
Town Superintendent.

GREENWICH.

In accordance with my duty as town superintendent, I herewith transmit this my report, exhibiting the state and condition of the schools in Greenwich township, Gloucester county. We have but one school that is kept entirely free in this township, and this is kept up by a special tax upon the residents of the district in connection with their quota of school fund and interest upon the surplus revenue. The public funds have been distributed by the trustees in due proportion through each quarter, leaving the employers to settle the balance, with but one exception, and there it has been withheld for building purposes, by a direct vote of the inhabitants of said district. County examiners have not been appointed this year, leaving it with the town superintendent and trustees to fulfil the requirements of the law. There is an evident improvement in most of the schools, notwithstanding so little attention is paid to them by the trustees or parents. Singing has been introduced into some of our schools with marked good effect, giving to the youthful mind that confidence which most of them so much stand in need of. The public appreciation of a good common school education has for several years past, been gradually on the increase; but there still seems a general reluctance to make any sacrifice; and a general opposition by some to all that is good and calculated to advance the cause of common school education, and thereby promote the common good of society in our community. Still there are those who are unwilling to make any sacrifice in order to obtain the means for its accomplishment. In conclusion I would suggest as a direct means of improving our common schools, to do what is done to remedy the effects of ignorance and empiricism on other subjects—educate men for the business of teaching, and employ and pay them when educated; so that they will be able to diffuse into the rising generation those correct principles of action which make good citizens, and that knowledge

which will qualify them to perpetuate those civil, political, and religious institutions which we now enjoy.

SAMUEL T. MILLER,
Town Superintendent.

HARRISON.

In transmitting my report for the current year for the township of Harrison, I have the honor to report an increased attention to the subject of education, in the selection of more competent teachers and the introduction of new and improved books ; although the visits of trustees and employers continue to be very much neglected. We have no schools that are free, but we have this year raised an additional fifty cents per scholar in the township by tax.

Due attention is paid to the comfort of the scholars, and the houses are in good repair.

No examiners have been appointed and very few teachers have license. I have not been able to ascertain the exact amount paid teachers, but believe it nearly as in the report. Wages of teachers are so various and they are employed in so many different ways, that no regular report can be made, but is believed to be nearly as reported. The raising of money by tax for school purposes, believed to be unequal in its operation, has many opposers, but there seems to be a gradual change going on in the public mind in this respect ; many favor an increased poll tax for that purpose, which I think would be beneficial.

BENJ. G. PANCOAST,
Town Superintendent.

MANTUA.

In transmitting my second annual report, I beg leave to

state, that with but one exception, no teacher has given me a full report of the schools under their charge, and as I find so little time to leave my occupation for that purpose, I can give you only an approximation to the real state of affairs, but it is as nearly correct as I can furnish it, without the teachers can be bound by law to furnish more correct reports. A new district has been formed, from parts of Harrison and Mantua townships, under the title of Chestnut Grove District No. 6, and numbers some seventy children. The house is well built and properly furnished with desks, blackboards, &c., with a large play ground, and an interest seems to be manifested by the patrons to keep up a good school. Old Paul's school house is in a decaying condition, and wants either a new house or a substitute with better accommodations. It has been kept open about seven months. No. 2, at Carpenter's Landing, ought to be enlarged, as there are over one hundred scholars in daily attendance, and the wants of the people demand that a story be raised on it, and a steeple and a bell be ultimately added. The school has been open nine months. In the village of Barnsboro the academy has been open nine months, six months of which were free. The school in Emlin district has only been open six months. Knight's Run about five months; the arrangements here are so defective, that a good teacher would find it impossible to teach it with any satisfaction or profit. This seems to be a rough outline of the state of affairs in this township. I am in hopes that a change will speedily occur, enabling us to pay our teachers better, also to procure better teachers, and that a greater interest may be manifested in the cause of education. A motion for an application to the Legislature, to enable us to raise fifty cents additional poll tax on every male inhabitant of the township, above the age of twenty-one years, to be applied to schooling purposes, has been made, and if it becomes a law, we shall have some additional revenue to the school fund. But of what use is money if it does not procure us better teachers than we have at present, better houses than we have at present, with

the necessary fixtures, books, maps, &c., as well as teachers. Let me say while on this subject, that in some of the schools under my care there are no classified scholars; that is, the teacher will call up a class of say six to recite their lessons; the first reads out of Comly's Spelling Book, the second reads out of a Third Reader, third reads out of McGuffey's Spelling Book, fourth has the Second Reader, &c., each one having a different book, and it frequently happens that there are six different kinds of Arithmetics in use of different ages, dating from eighteen hundred down to the present time, and probably two in history, one in geography, and some with no book at all, thus presenting to the superintendent a complete chaos of unimaginable and unintelligible confusion. I do not wish it to be understood that there are no good teachers in this township, for the school at Barnsboro, during the past summer, has been under the care of Miss Linton, a faithful and devoted teacher, and one I believe every way worthy of that title. The school at Carpenter's Landing, the present year, has been under the care of Mr. and Mrs. B. D. Bozorth, who are indefatigable in attending to the various duties of their profession, and in my opinion ought to receive a greater remuneration for their services, as well as more encouragement from the patrons of the school, considering, of course, the difficulties which attend their occupation.

I have been making it a duty to call the trustees together every time I have visited the schools, and I believe, with these exceptions, the trustees have never visited any of the schools under their charge, neither, I am informed, have any of the inhabitants entered the schools on a visit. And now permit me, in conclusion, to say something about the evils of our school system, as apparent to me.

First—We must have funds for the support of schools.

Second—Houses to teach in, with grounds attached, &c.

Next—Teachers to instruct those who attend; and lastly, officers to control the affairs. The funds are supplied by the State, to a limited extent. The houses are supplied by the

people, but as frequently happens are unfit for schools to be taught in, being frequently devoid of suitable benches, desks, blackboards, and other necessary apparatus of a well regulated school room ; thus driving our children abroad to obtain their education.

Lastly—They are often supplied with teachers usually from a distance, some of them being superannuated doctors, lawyers, or men who are unfit for other employments, or may be some young scion, who has cyphered to the rule of three, and being out of a winter's job, is willing to hold forth, for a dollar a day, to illuminate their mental understandings. This last class of teachers, being of the nature of meteors, are seldom seen afterwards, nor are their labors in the school room more apparent. This class of adventurers seldom make any report to the superintendent, and of course after sixty-six days the community remains in blissful ignorance of their future usefulness. But you will say why do the people permit such waste of time and money? I will explain. Trustees are sometimes chosen as follows : on the evening of election four or five of the nearest neighbors attend, and some four or five young men will enter and by their votes control the election, and elect whom they please, and the man who is a favorite will get it, regardless of his qualifications or whether he will interest himself in the schools at all or no. Other elections occur where only one or two attend, and they run in whoever will serve. Occasionally some pert conceited, man occupies the position, and of course he can draw one of the others to his side, and then any teacher who happens to be his favorite is the man, regardless of qualifications, good sense, or reason. In a very few instances, within my knowledge, have educated men been chosen from the mass of people, and when they were, their labors were rendered nugatory by the limited means at their disposal to hire teachers of the right stamp. Then another difficulty occasionally occurs. There are some neighborhoods where religious societies exist, and where every thing seems tinged with their peculiarly re-

ligious habits, dogmas, and manners of thought. They are in the habit of changing their preachers, and of course must change their teachers, (every three months) and as they live in an atmosphere of intense excitement they must renew the fuel, or the fire would die out.

With such people it is impossible to reason, it is impossible to teach or to force upon them any thing useful. As Edward Everett says, "they try all things and stick to nothing." Change, change, change is written on all their actions, and it is almost impossible to find them in the same humor a day at a time; making contracts but to break them, and friendships but to sunder them, like flax before the fire. There are several others classes, but I forbear. A superintendent having to deal with people of such various habits, manners of thought and action, must endeavor to make use of that which is the best adapted to his purposes. Hence to have no difficulties with the trustees, he must frequently license an applicant (probably after he has taught ten weeks of his time,) when he knows as well as he lives that he is not qualified for the situation, and after visiting his school, and seeing almost every rule of order, discipline, and the systematic rules of experienced educators violated, as well as common sense, then he feels alone; then he feels had he the power of Hercules he would crush the Hydra headed monster with his utmost power, satisfied like Sampson, if he could die with his enemies. But as I have named some of the evils, so let me offer a few suggestions which my experience has brought to my mind. First—I think the office of trustee ought to be abolished, especially as it exists at present, for now it is a species of aristocracy, to perpetuate favoritism, without the power of discernment to properly bestow its favors. In place of trustee I would suggest that three men, chosen at town meeting from each township in the county, should meet at the court house or other convenient place, three times a year, to license, by a majority of their votes, teachers for one year, and that each three from every township should be a committee, or board of

education, to hire teachers for the schools in their respective townships for one year, or the fractional parts of a year, at such stipulated prices as the said committee and teachers could agree upon, also to visit all the schools in the township once per quarter, furnish books and necessary apparatus, and to be paid for their services, as superintendents are now paid; in fact, give them the same power, with which the law has invested, a frequently ignorant, prejudiced, and obstinate set of trustees. Probably I have said too much, but many trustees complain that they have no time to attend to their duties, and could be earning money if at home, while many are good for nothing when they do attend; some can scarcely read or write, while others know less about the signs and rules of arithmetic than they do about tavern signs, and the rules for imbibing porter and lager beer.

You now have the disjointed fragments of my experience, and if you can draw from them anything that will benefit mankind or stimulate to action any of the friends of education over our pleasant little State I shall be highly gratified, as I trust I have not been striving through a spirit of animosity or malice to say aught that would injure, or attack the private opinions or feelings of any man or men, in this or any other neighborhood, but only in doing my duty when I see an evil to attempt a remedy, although it be using a poison to cure a poison.

A. J. E. ROMANS,
Town Superintendent.

WOOLWICH.

In filling up the blank in this, my second annual report, I have been under the necessity of following my own judgment and observation during my visitations in the several schools, as only a few of the teachers have made any report, and those that have are very deficient in statistical information; but

upon the whole I think I have approximated to a correct statement.

The freeholders chose no county examiners this year, therefore the examinations has devolved upon the superintendent and trustees. All the teachers have been licensed except two; one a female who taught in the union school district, from whom I withheld the public money, and a male, who has just commenced to teach, but who expects soon to be examined and licensed. The examination of teachers I consider to be of vital importance to popular education. As it has been conducted in many cases in this county, by the county examiners, it has been an imposition upon the patrons of the schools. They have licensed almost every one that has been before them, stating in that license in what branches they were enabled to pass the examination; then the teacher would state to the trustees of the school for which he was an applicant, that he had been licensed, and the trustees not examining the license, would employ him as a competent teacher, whilst in truth he might not be able to teach even the elementary branches properly, or in fact not understand them himself, thereby rendering the licensing of teachers a nullity. This evil has been to some extent remedied the past year, by not licensing any except such as passed a good examination in all the elementary branches, unless where the district contains so small a number of pupils that the trustees could procure no one more competent. I have the pleasure to state that, by impressing upon the teachers and pupils the necessity of a thorough knowledge of "elementary principles," that pre-requisite to a solid education, the schools have made more advancement than last year and are progressing.

As in my report last year, I would suggest a few things which in my opinion would operate in the advancement of the public school system.

First—The great desideratum is free schools. And most felicitous will that Legislature be, which passes a law, by which the public schools are free for eight or nine months in

the year, and the burden fall equally on all. How can this be accomplished? is the question. I answer, by raising the poll tax from fifty cents (a dog tax) to one dollar and fifty cents, the dollar being applied to school purposes, and then raise twice or thrice as much more upon personal and real estate. This, together with what is received from the State and other sources, would keep the majority of the schools throughout the State free, for at least nine months in the year.

Secondly—Abolish the office of county examiner, substituting in place thereof a township committee, consisting of three delegated with power to examine and license teachers, select books, &c., &c., and in fact to have the full control in the regulation of the schools. This would give concentration of effort in advancing popular education and tend greatly to its prosperity.

Third—Furnish the examiners or township superintendent with blank reports, to be supplied to the teachers of each school district, in which shall be given all the statistical information of said district, making it incumbent upon each teacher to comply therewith, and transferring them to the town superintendent before receiving his quota of public money.

These amendments, with a more frequent presence of the school directors, trustees, parents and guardians in the school room, would conduce to a more efficient working of our system of popular education.

WINSLOW PACKSON,
Town Superintendent.

HUDSON COUNTY.

BERGEN.

In transmitting my annual report, I have no very special remarks to make. Our schools in general are doing well. Through the efforts of our county board of examiners, the standard of education among our teachers has been considerably raised. Teachers unqualified for their situations have found that licenses are not granted, as a matter of course, to all making application. Only those have been licensed who, upon examination or by the best of evidence, have shown that they possessed the proper moral and literary qualifications.

During the last year one new school house has been erected and furnished in district No. 5, of Bergen Point. The building is a neat and commodious two story structure, which does credit to the enterprise of the trustees and to the inhabitants of the place. The school has been in operation in this new house for about six months.

I have not heard lately of the serious difficulties known to you as existing in district No. 3, of Greenville. My impression, however, is that light is now beginning to shine out of darkness, and that peace will follow the tempest of contention which has prevailed. The teacher, some little time since, notified the trustees of his intention to leave as soon as he can obtain a situation either as a teacher or in business. Having obtained his license in the face of much opposition, by which he might retain his post till the 9th of April, his present course is deemed by many as honorable on his part.

Within the last year the Gazetteer, with the single exception of the colored school, has been placed in all our schools.

Taking a general view of our seven districts, I would conclude by saying that improvement and progress are marked characteristics of common school education in this township.

AARON L. STILLWELL,
Town Superintendent.

HOBOKEN.

In obedience to the direction contained in the act to establish public schools approved, I have the honor to present the following report, which includes the number of children in the district, the census of which was taken by the trustees. These gentlemen, I am glad to report, have devoted much time and attention to the discharge of the duties of their office. They are entitled to the thanks of their fellow-citizens for the interest they have thus shown in their work.

SEBA BOGERT,
Town Superintendent.

HUDSON CITY.

Within the limits of this city there are five public schools, in all of which there are seven hundred and thirty-eight (738) children registered; average daily attendance, five hundred and fifty-seven, (557.) There are employed in these schools, as principals, three male and one female teacher, and four female teachers as assistants.

These schools are all free. The pupils are required to pay nothing, except for books lost or destroyed.

The Common Council of this city, together with the board of education, have been untiring in their efforts to obtain greater accommodations for school purposes, and they are in hopes soon to be able to erect two first class buildings, which we very much need.

The board of education have recently introduced in all our schools Parker & Watson's National Series of Readers, with good effect.

In conclusion, I would say, we hope soon to be able to compare favorably with our neighboring cities in their literary attainments.

ISAAC EMENS,
Town Superintendent.

JERSEY CITY.

Enclosed you have the statistical report of the Public Schools of Jersey City. In my former reports I have endeavored to give you a general knowledge of our system of public schools, and as there has been but little change within the past year in regard to their character, I shall be most happy to comply with your request to be brief. We have now nearly completed a large, two story first class brick building, capable of seating about eight hundred children. This structure is still in the hands of the Common Council, who have constructed it with the view of trying the experiment of having the sexes taught together. What steps the Board of Education will take in this matter, when it shall be submitted to their control, I am unable to determine. I am still, however, firm in the belief that were the entire public educational interests of the city entrusted to the Board of Education, the efficiency of our schools would be greatly promoted.

Our Saturday Normal School is still continued. We consider this school of the utmost importance. Being in the hands of our older and more experienced teachers, the junior teachers here have the benefit of that experience, which they almost invariably apply in the instruction of the pupils taught by them, so that in fact the plan of teaching in the Normal School is usually carried out in our day schools, making one uniform system of instruction, discipline, &c., the advantages

of which were fully realized by our recent semi-annual examination.

Our Board of Education consists of fifteen members, viz : Three members from each of the four wards appointed by the Board of Aldermen, the Mayor, the Chairman of Committee on Common Schools of the Board of Aldermen, and the School Superintendent elected by the people. I regret to state that many of our school officers do not visit the schools often enough to become acquainted with the teachers, and much less to have sufficient knowledge of the character of the schools to enable them to act wisely in anything pertaining to their improvement. All applicants for situations as teachers are required to pass an examination by a Committee for that purpose, consisting of the Committee on teachers and salaries and the School Superintendent.

The majority of our teachers are persons of much experience; to them, their fidelity and devotion in their respective positions we believe we owe to a great extent the present high character of our public schools.

A. S. JEWELL,
Town Superintendent.

NORTH BERGEN.

In presenting this, my first annual report, I regret exceedingly not to have been able to furnish all the usual statistics. Discontinuance of some of our schools during part of the summer, change and neglect of teachers, have prevented me from obtaining them. That some of the schools had to remain closed for months in succession, is only attributable to the want of funds. The sums raised for educational purposes are in themselves, insufficient to keep free schools open all the year round; and in addition to this, they, in common with other taxes, have for the last year or two not been collected at the proper time, but have been suffered to remain outstand-

ing, partly for even two years, owing to a gross neglect of duty on the part of certain officers of the township. As a general thing, the people of the township evince commendable zeal for the all important cause of education ; yet, I am sorry to add, the number of persons is not small, who, although often better able to contribute their share than many of their neighbors, generally oppose the raising of a special district tax, and thereby prevent the having all our schools regularly and well kept.

Having had occasion to censure, I will not omit to bestow praise where praise is due. The Weehawken district well deserves special mention in this respect. Though the greater portion of the inhabitants are men of comparatively small means, yet for years in succession they have voted a large amount of special tax for the building of a new school house and for the better support of their school. Their school house is the best in the township, an ornament to the district, and the only one whose walls are hung with a complete set of maps. If this district stands pre-eminent, there are also one or two others who have very creditably exerted themselves to perform their duty towards the rising generation, a duty than which more sacred none does exist. May all other districts soon follow their bright example.

In regard to the condition of the school houses, no alteration of any consequence has been made in any of them since I came into office.

The teachers, male and female, now employed in the several schools, are all duly licensed, and give general satisfaction.

The trustees in the different districts have manifested much interest in regard to the objects entrusted to their care, and I am happy to state, on the occasion of my visits, not only they, but also many of the parents of the children, were but too glad to attend, and were well satisfied, as I had also reason to be, with the progress their children were making.

J. H. BONN,
Town Superintendent.

HUNTERDON COUNTY.

ALEXANDRIA.

The time has again arrived when it becomes my duty to report the condition of our public schools in this township. In the performance of this, allow me to say that I have anxiously labored to bring about such progressive measures in the modes of instruction and government, as have been suggested by those whose lives have been spent in the laudable enterprise of instructing the rising generation, and aiding to spread intelligence among the people of this wide spread Union.

That our schools do not yet approximate to that standard which I would like to recognize as a model, I am too well convinced. That much has been achieved through the salutary influence of our system of public education, I am proud to acknowledge; but we are as yet in the morning of our prosperity. The advancing sun, which is throwing his cheerful rays but faintly upon the field of our present operations, is destined at no distant day to shine in full meridian splendor upon the perfection of our common school, achieved by the labor and industry of the friends of so glorious a cause.

Much has been done in this township by individual exertion; much yet remains to be done, unless the fostering arm of the State is extended to take her youth by the hand and lead them on in the path of intellectual knowledge. The pitiful pittance doled out yearly by the rich State of New Jersey for the gratification of the intellectual appetite of her children is barely sufficient to keep them from starvation.

A general appropriation of money by the legislature for the purpose of establishing free schools is the only sure way to lay a solid foundation for public instruction. The appropriation of public money for the purpose of education ensures a larger and more regular attendance of scholars, but when the public money has been expended, there seems to be a disposition on the part of parents to suspend the operation of schools until more funds can be raised from the same source.

I think a great improvement in the school law can be made that will provide funds from the State sufficient to carry the schools on independent of any other resource. We experience considerable difficulty in procuring teachers of suitable qualifications. I have been compelled, from a sense of duty, to withhold license from two applicants, although the trustees were in favor of employing them, as I considered them entirely unfit for the business. We have licensed some who were not as well qualified as they ought to have been, but as it was impossible to get better ones, we had to take them or suffer the schools to remain vacant. We have some teachers who are very well qualified, but this appears to be with us the grand desideratum—well qualified teachers. There is here a steadily increasing interest manifested in the cause of education. The desire of three-fourths of the people is free schools. Every true Jerseyman must feel a tinge of shame mantling his cheek when he remembers how our State, with such great chances for adopting a good common school system, that will enable the most humble to avail themselves of knowledge, yet is so very far in the rear of other States inferior to us in resources. Why is New Jersey so far eclipsed by other States? Is it for want of means, or inclination, or is it caused by the avaricious appetite and manœuvres of politicians?

When the State shall deem herself the guardian of, and in duty bound, (as she is,) to educate all the children within her borders; when trustees shall receive some compensation for the arduous and often disagreeable and unthankful duties they have to perform; and when some means are adopted to reach

and arouse those who are so grossly negligent of the welfare of their children as to neglect to send them to school, even though they are educated without expense, then, and not till then, will the great object of a common school system be accomplished, and the dark pall of ignorance cease to overshadow so many immortal minds in our midst.

May God have mercy on such unenlightened views of mankind, and may our schools prosper under the blessings of a free government; a star has arisen in the east, which will lead, not only the devoted disciple of letters and the toil-worn teacher, but also all the people who sit in darkness, to the wondrous light of intellectual day.

We hope for a good time coming when light for the mind shall be as free as light to the senses, and that the present Legislature may hasten the day when we shall have free schools and nothing less.

T. M. BARTOLETTE,
Town Superintendent.

BETHLEHEM.

I have visited and examined all the schools in Bethlehem township. In three or four districts the teachers are entitled to approbation, and to their care and instruction our children may be safely committed. The children were mostly very young, therefore not learning the higher branches, and consequently do not compare so favorably with former years, when more advanced scholars attended the schools. At the examinations, order and neatness were exhibited by the scholars, who gave evidence of progress in their studies, and soon to take a higher stand than formerly. In one or two districts the scholars were disorderly and noisy, manifesting but little interest in their lessons or improvement; the greatest fault the last year has been in government and discipline.

JOHN D. M'MURPHY,
Town Superintendent.

CLINTON.

Our schools have been in successful operation during the past year, and I am happy to be able to say a decided improvement has manifested itself in the cause of education in this township. We have raised two dollars per scholar the past two years, by tax, for the support of schools; this, added to our revenue, is still insufficient to maintain free schools, therefore I think it would be far better if the law requiring the trustees to expend all the public moneys for the maintenance of free schools, was changed. It is certainly no advantage to the schools, but, on the contrary, it is productive of much evil. It causes one portion of the employers to receive all the money thus expended, while another class gets none, from the fact that they do not send except in the winter term.

DAVID HAVER,
Town Superintendent.

EAST AMWELL.

It is doubtless the object of the State Superintendent to receive such reports from the Town Superintendent as to enable him to report to the Legislature and those interested in the cause of education, just the condition of our schools, but under the present arrangements this object is very far from being accomplished. At least one third of the teachers in the State do not report to the Town Superintendent anything reliable, and another third do not report at all, leaving only one third of carefully prepared reports for him to make out his report for the State Superintendent. Now, however carefully the State Superintendent may be in preparing his report, it must contain much that is defective, and consequently of but little value. Can there be no plan devised by which this can be remedied? If not, then there is no use in being to the trouble and expense of preparing and printing any

more reports. But I trust it can be remedied, and I would suggest this plan by which it probably can be done : Let the State Superintendent call a meeting of all the Town Superintendents of the State, to exchange thoughts with each other on this and other subjects of the like kind. I think this would tend more to advance the cause of education and to procure accurate annual reports than any other one thing.

J. B. HUFFMAN,
Town Superintendent.

LAMBERTVILLE.

In the town of Lambertville there is but one school district which is co-extensive with the town itself, and strictly speaking, there is but one public school, in which, until recently, have been employed one male teacher at six hundred dollars, and five females at an average of one hundred and ninety dollars a year. At the present time, however, there are two males and four females. This school is entirely free the year round. There are, however, in the town, four other schools, heretofore entirely private, which at the commencement of the present school year became public schools, in so far as to come nominally under the control of the school trustees, and to receive a partial support from the public school money, or rather a special fund of three hundred dollars, voted and raised for that specific purpose. This measure originated in the fact that the Catholic population, who are generally poor, though quite numerous, had, doubtless from honest convictions of duty, withdrawn from the public schools, and were to the extent of their ability, supporting a large private school of their own. In these four schools, partly public and partly private, are six teachers.

There has been (or is to be) received from the State, three hundred and three dollars, and raised by tax for school purposes proper, (including the three hundred dollars before men-

tioned,) eighteen hundred dollars, besides five hundred dollars raised for building and incidental purposes, making altogether with the State appropriation, twenty-six hundred dollars. The amount paid for tuition, in the shape of private contributions, in these four schools and one family school, must be from sixteen to eighteen hundred dollars.

The number of children in town between the ages of five and eighteen years is six hundred and thirty. The whole number of children who have attended school during the year as deduced from the rolls, or, as in one or two instances, from rather indefinite general estimates, is six hundred and twenty-two. But to make a just comparison between these two numbers, so as to indicate properly the number who now go to school at all, a considerable deduction (how considerable it is not easy to ascertain,) would have to be made from the number last given, first, on account of a number of pupils in some of the schools coming from out of the district, second, a few over eighteen years old, and third, some who are found and counted in more schools than one during the year.

The average daily attendance during the year, as nearly as can be ascertained, is three hundred and eighty-two, a number lamentably disproportioned to the number of children in the district, and betraying, as in former years, a sad dereliction of duty on the part of parents and others.

Notwithstanding this deplorable feature and the practical evils which it entails on the schools, it is believed that more than the usual degree of prosperity has attended them. This will certainly hold true as it respects the principal public schools.

L. H. PARSONS,
Town Superintendent.

READINGTON.

In compliance with the requisitions of the law, I forward to

you the following statements concerning the schools of our township :

There are in the township of Readington twelve whole districts and five parts, from all of which I have received reports of the number of children between the ages of five and eighteen.

By the figures enclosed it will be seen that we have 940 children in our township between the ages of five and eighteen.

The whole amount of money appropriated for education in this township, for the present year, is \$2,700 12, as follows : Interest on surplus revenue, \$365 51 ; State fund, \$454 61 ; township tax, \$1,880 00.

The total amount paid for tuition in all the schools of the township, allowing four quarters each, and four female and eight male teachers, at the present price of teaching in this township, would amount to \$3,864—deduct \$2,700, and the whole amount appropriated shows a balance of \$1164 to be paid by the employers.

The average number of children that attend each school is 27, and the amount paid per quarter for each child is about 88 cents.

Three of the schools have been free since our last report, and nine have not.

We have no county examiners, and no prospect of having any soon.

The only suggestion I have to offer is the hope that the subject of public school appropriations will be brought before the Legislature, that a more liberal provision may be made from the public revenues, giving the blessings of a good education to every child, rich or poor, in the State.

GEO. W. VROOM,

Town Superintendent.

MERCER COUNTY.

EAST WINDSOR.

The report which I herewith transmit has been made almost entirely from data furnished me by the teachers in the different districts, and gives, I think, correct information concerning the operation of the public schools of this township during the year of 1859.

I am happy to report a marked improvement in many of the school houses. In some cases new buildings have been erected, suitable to the wants of the districts; in others, the houses have been remodelled, and enlarged sufficiently to accommodate all who desire to attend school. I trust the improvement will still continue, as there is ample room for it. We cannot expect to have good teachers without good school houses,

THOMAS J. PULLEN,
Town Superintendent.

HAMILTON.

In filling up the blanks I have yet to depend partially on my personal knowledge of facts, notwithstanding my urgent request for every teacher to keep registries and furnish me copies of them every quarter, yet they will sometimes omit it and by removing some distance make it difficult to obtain it, still I believe they approximate very near the truth. The salary paid teachers is made up by dividing the whole amount paid quarterly by the number of teachers, giving the average

—some receiving one hundred dollars per quarter of sixty-six days, some eighty dollars, some only one dollar per day.

Our schools are all in a prosperous condition and furnished with competent teachers, some at least who are a credit to themselves and the profession ; all furnished with comfortable and some very convenient houses.

I would recommend the alteration of the law so as to give the town superintendent, in connection with the trustees of the districts interested, power to alter the bounds of districts after they are incorporated ; also to make the State appropriation payable directly to the town superintendent, instead of the township collector.

WILLIAM H. WEST,
Town Superintendent.

HOPEWELL.

I report the number of children in the township between the ages of five and eighteen years to be eleven hundred and ninety-eight.

The number who have attended school during the year six hundred and forty-six.

The average attendance at school three hundred and seventy-eight.

It will be seen that the average attendance at school is quite small ; in but one district (No. 1) is it what it should be. In district No. 1, (Pennington) during some quarters it has averaged ninety per cent, while in the township it is not much over fifty per cent of the number on the roll.

A few of our teachers have no license, those who have, received them from the town superintendent and trustees, as we have no county examiners. Three of the teachers have had instruction in the State Normal School.

The amount of money raised by tax in this township is	\$1,797 00
The amount received from the State is	517 74
Total,	<hr/> \$2,314 74

There is little uniformity in the school books used, these being selected by the teachers, and often a change of teachers occasions a change of books.

Some complaint is made by teachers of this lack of uniformity, and a deficiency of books to enable them to classify their schools advantageously, but in this particular I think there is a gradual improvement.

In the general there is an advance in the right direction. In the desire of the patrons of our schools to employ better teachers, and ability and aptness to teach, rather than salary are considerations of the first moment.

The State Normal School has done a good work in supplying a requisite number of good teachers, in elevating the standard of qualifications, and in stimulating the old ones to greater efficiency, many of which may be ranked among our best instructors.

The amount of salary paid is about \$350 to males, and \$250 to females. The highest is \$500.

In but one of our districts is the school free.

The districts in this township are generally badly arranged and so divided that many of them are small and feeble, which very much embarrasses the trustees in providing suitable teachers and school houses; of the latter we have but three or four which are worthy to be dignified by the name, the balance being small and inconvenient.

However, I think there is an increasing interest manifested in our public schools, and a few more years of patient labor will doubtless place them on such a basis that they will be generally appreciated.

It would be desirable that the amount of money raised by tax in the townships should be as uniform as possible, and

also be a more permanent adjunct than now, when it is so seriously affected by the caucus of a few individuals, or altogether endangered by a stormy day.

RIPLEY T. MARTIN,
Town Superintendent.

LAWRENCE.

Since my last annual report nothing of interest has occurred within the boundary of this township to further the cause of education more than the preceding year.

I am pleased to say the schools have been kept open during the entire year; but short recesses have been taken between quarters; they have not been free, but the public funds have been distributed in due proportion through each quarter so that the tuition bills have been small. The teachers have discharged the duties required of them, for the most part, with ability and a desire to fit and prepare the young for their respective duties in life.

I deem the frequent change of teachers a great hindrance to the prosperity of our common schools; it is always attended with much loss of time to the pupils and with more or less confusion in the state of the schools. At present we have five full districts and four parts of districts, with five teachers, four male and one female. The parts of districts mentioned in this report have male teachers. It is impossible to make a correct statement of the attendance of pupils, as in some districts teachers are changed almost every quarter. The pay of teachers in the central district is about eight hundred dollars, the remaining districts about four hundred for male and two hundred and fifty for female. We have no county examiners. The duty often falls upon the superintendent alone to examine and license, which duty I generally perform in the school house and in the presence of the school. I find it pleasant to visit the schools about once in each quarter.

JAMES G. PHILLIPS,
Town Superintendent.

PRINCETON.

The schools falling under the supervision of the town superintendent, in the township and borough of Princeton, have been in successful operation, either partially or wholly, through the current year.

The effort made in school district No. 1, embracing the borough of Princeton, and containing six hundred and ninety one children, between the ages of five and eighteen years, as reported by the former superintendent, has been completed. The practical working of the system introduced, it is thought, has been eminently successful. The school through the year has had an average daily attendance of one hundred and forty-five pupils, and stands in favor with the people.

The house for the accommodation of the school for colored children, is now both comfortable and convenient, having been during the year, repaired at an expense of fifty dollars. The school has been well conducted by a female teacher, (colored) and is thought to exert a healthful influence among the colored population. Average daily attendance thirty-five.

District No. 2, as by report of the committee, has expended one thousand dollars on the building and fitting up of a school house. The house has been completed and used for one quarter. The attendance for the quarter, daily, about thirty. The district contains ninety children.

In district No. 3 the average daily attendance through the year about thirty; whole number, as reported belonging to the district, seventy-four.

As nearly as could be ascertained, the attendance in district No. 4, between twenty-five and thirty; whole number of children sixty. Besides the above districts within the township and borough of Princeton, forty-one children between the ages of five and eighteen are reported as giving attendance upon school in Kingston. All which is respectfully submitted.

II. M. BLODGETT,

Town Superintendent.

WEST WINDSOR.

In compliance with my duty as Superintendent of Public Schools of West Windsor Township, Mercer county, New Jersey, I submit the following report : There are four districts and four parts of districts. One is composed of part of Lawrence, and one of part of South Brunswick, one part of East Windsor and one part of Hamilton. I take pleasure in stating that our schools are in a good, healthy condition, and all provided with teachers, who are giving general satisfaction, and are all licensed at the present time. The interest felt in the cause of education is, I think, increasing. More persons are enlisted in it and appear more willing to use their means to support schools. Our schools are kept open all the year, except a short vacation. We have good school houses, but the teachers complain of the irregularity in the attendance of the scholars, who are retained at home very frequently on the slightest pretext. In conclusion I would suggest that the State Superintendent recommend the purchase of a uniform set of registers for the schools of each township, thus enabling each superintendent readily to collect the statistical information called for.

JOHN D. RUE,
Town Superintendent.

MIDDLESEX COUNTY.

MONROE.

The amount of money from State and County due Monroe for school purposes amounts to six hundred and thirty-three

dollars and twenty-nine cents, a portion of which has been duly received and appropriated. The township tax is two thousand dollars. The whole number of children reported by the various trustees of the fifteen districts between the ages of five and eighteen are twelve hundred, being ninety-nine more than last year. A majority of the schools have been duly visited once per quarter, and at some of the examinations trustees were present manifesting a desire for the improvement of the young. The various instructors have received licenses, and are in my opinion generally well qualified to instruct. I may also add that in some of the schools the teachers manifest an unusual degree of interest.

The books used are Sander's Series of Spellers and Readers, Webster's Elementary Speller, Ray's, Davies', Colburn's Thompson's, and Smith's Arithmetics, Monteith's, Mitchell's, Cornell's, Colton, and Fitch's Geographies, Green's, Smith's, Brown's, Bullion's, Tower and Tweed's Grammars, Cutler's Physiology, Parley's History, Davie's Algebra. Vocal music is also taught in some schools. A new and commodious building has been erected in district No. 1, in consequence of which there has been no school during a portion of the year. Our school houses are all built of wood, and most of them have suitable play grounds attached.

JAMES IVES,
Town Superintendent.

NORTH BRUNSWICK.

Pursuant to the duty required of me as Town Superintendent, I herewith submit my report for the township of North Brunswick for the year ending December fifteenth, eighteen hundred and fifty-nine.

We have in this township nine whole and three parts of districts, containing in the aggregate as per returns made to me last Spring by the trustees of the various schools, 3,640

children. Of this number 2,755 are located in District No. 1, embracing the City of New Brunswick.

We raise annually by tax for the support of schools, three dollars per capita for all children contained in the township between the ages of five and eighteen years. This gives us the present year \$10,167, to which add State appropriation \$1,638 06, and we have \$11,805 06 for educational purposes the present year, equal to \$3 28 per child.

All the schools of the township, while open, have been free schools with only one exception, in which a private school was maintained for three months at the rate of \$4 per scholar. Those children in the three parts of districts, who, from their location, are obliged to go out of the township in their attendance at school, have been the greatest sufferers from the fact of the adjoining townships not raising sufficient tax to maintain their schools free. There are nine school houses in the township, of which two are brick structures. Several of the frame buildings are in a miserably dilapidated condition, and destitute of the proper school room furniture; charts, maps, globes, &c., are articles unknown to the children. There is evidently more interest manifesting itself in the cause of education in the township than was perceptible a year or two since, but still, in a number of the country districts they are far behind the age, and show but faint symptoms of improvement. I have labored to impress upon trustees and parents in those districts the importance of bestowing more care and attention upon the education of their children, and I flatter myself not without some good effect. Already in one of those districts they have made some arrangements for the erection of a new school house.

It is gratifying to be able to speak in terms of commendation of the "New Brunswick Public School," the "Washington Public School," the "Farmer's Public School," and the "Oak Hill School Company." These institutions are deserving of praise, and worthy the emulation of many in the township. Being under the supervision of experienced principals

and teachers, and supplied with the indispensable appliances of a well ordered school room. The children in attendance exhibit in their attainments and proficiency the beneficial results flowing from a proper appreciation of the cause of education on the part of parents, in the erection and furnishing of proper school houses, and the employment of competent teachers, and present a happy contrast to some of the districts to which I have alluded.

The Chosen Freeholders again refused to appoint county Examiners, and as a consequence the whole duty of examining and licensing teachers has devolved upon the Superintendent. We have no teachers that have not been regularly examined and licensed according to law.

K. T. B. SPADER,
Town Superintendent.

SOUTH AMBOY.

In compliance with the law that governs the public schools, we herewith transmit our report for this township. We find no particular change in the schools (except it be the change of teachers) for the past year.

There are eight whole and four parts of districts in this township, only one of which is kept open the whole year. The remaining seven are sustained exclusively by the public money for about three quarters of the year. The balance of the time is disposed in the pursuit of some other objects. But, on the whole, the cause of education is advancing.

The teachers are good, all of whom have been examined and licensed by the school committee, there being no other examiners appointed; are employed by the trustees on terms varying from forty to eighty dollars per quarter, excepting the teacher at South Amboy village, who receives two dollars per quarter, exclusive of the public money proportioned to that district.

We find great difficulty in obtaining a correct account of the number of children who have attended school for the fractional periods of the year, and our report of the same may vary a little from strict correctness. We hope this difficulty will be removed by another year.

CHARLES BROWN,

C. S. CLARK,

J. I. TEN EYCK,

School Committee.

SOUTH BRUNSWICK.

In transmitting my report I shall be brief. I would say that the whole number of schools in this township are eighteen. All, with the exception of one, are in session, and I fully believe that they are in as flourishing a condition as any in the State. The teachers have been licensed, according to law, by the superintendent. The schools have been visited once in every quarter, as the law requires. The school houses are in a comfortable condition, with one exception, and I earnestly hope that one will soon be made what it should be. I have filled up the statistical report, (as far as in my power lays,) viz: the number of scholars reported to me, the number of school districts, the amount of money raised by tax, and the amount received from State, &c. I would, in conclusion, say that the greatest evil in the prosperity of our schools is the keeping of the second State apportionment of school money in Trenton, and not forwarding it as the law calls for, viz: the first of October. This same evil has been referred to before in previous reports, and I do not believe there is any cause for it. Much complaint has been made in relation to this particular, and if the evil cannot be remedied any other way, I would concur with many others by saying, turn out of office those men who have charge of this money, and put into office those men who will attend to the duties of

it more punctually than it has been attended to for some years previous.

All of which is respectfully submitted,

J. I. BULKLEY,
Town Superintendent.

WOODBIDGE.

Since my last report, there has been very little change in the character of the schools of this township. The interest of the community in our public schools increases, but not to the extent desirable. We raised a larger amount of money by tax this year than ever before; but the difficulty is to get the patrons or even the trustees to visit the schools regularly. One way in which the interest in education is manifested, is in the erection of school houses and in furnishing them with modern furniture. We have also several teachers from the Normal School, and, notwithstanding the system of teaching is viewed with distrust by many, I believe it will eventually be approved of.

ELLIS B. FREEMAN,
Town Superintendent.

MONMOUTH COUNTY.

FREEHOLD TOWNSHIP.

As the time specified by law has arrived for making the annual report of common schools to the State Superintendent, I herewith present you with the following statement of this township, from which it appears the whole number of children

between the ages of five and eighteen, as reported by the trustees of the several districts, is 1036, an increase of 31 over last year ; of these 102 are colored.

There are seven entire districts in this township, all of which are in good working order, and four partly in adjoining townships, one of which is a new district, called Aumack's, partly taken from Dutch Lane, No. 1, and Freehold No. 2, of this township, and partly from one district in the township of Marlborough, and two districts in the township of Manalapan. They have erected a very neat building in this district, and have a good flourishing school. Our teachers are all licensed, according to law.

The state, county and township money which has been and will be received during the winter, will be sufficient to make nearly or quite all the districts in this township free. With the exception of the new district, (Aumack's,) only one district, West Freehold, has made an assessment on the parents, and that only from five to ten dollars per quarter.

During the past summer, Freehold Academy, No. 2, has been greatly improved by painting, new fencing, flag walk in front, and grading the ground. And what is of still greater importance, the trustees of this district have erected a new school house for the colored children, which has been in successful operation for one quarter, with from twenty to twenty-five scholars. This improvement was much needed, and great praise is due to the trustees of the district for the amount accomplished with the small amount of money raised for the purpose.

The amount of money paid into my hands since the eighth of March last is \$1,920.58 from E. L. Cowart, former Superintendent, and \$525.53 of the surplus fund, from William B. Sutphin, Esq., Township Collector, all of which has been apportioned to the several districts.

J. W. BARTLESON,
Town Superintendent.

The spirit and progress of education in this township is not what it should be when we consider the wealth and other advantages, the period this part of the country has been settled, its locality, etc. Yet there are some encouraging features. There is a gradual improvement, particularly among the poorer classes; more of a desire to send their children to school, where inducements are offered, by making the tuition free, or comparatively so. There seems to exist a great apathy and indifference in regard to the convenience, taste, and adaptation of school houses and play grounds, and I would rejoice if provision might be made by the State to have her common schools free. I think that many of the difficulties might be obviated. The efforts made by those in favor of these objects at the township meetings, often result unfavorably, by exciting a feeling of the poor against the rich, and the rich against the poor, which is always unhappy in any township, and excites a prejudice that prevents many desirable objects of improvement, and exceedingly trammels the usefulness of those appointed more particularly to look after these interests. There is now, in some districts, a restlessness and a desire to become incorporated, to use coercive measures for making certain improvements in buildings and making the schools free where there is not as full a desire or unanimity of sentiment so to do. I think all this difficulty and strife might be avoided if the State would take the matter in hand and appropriate the revenues, etc., by levying and increasing the poll tax to one dollar per head, and applying the same to free the schools, and let property pay tax for property and support of the laws that protect and defend it. I make these suggestions, though I have not time nor room to illustrate or defend them—neither would it be practical here, by argument to do so,—but which, by little investigation, would satisfy the candor of any individual who will take the interest to examine the matter; and I am satisfied in my own mind, that to make the schools

free by taxing property direct, will never operate favorably or satisfactorily with all classes, while it might be more desirable than to keep the masses in ignorance.

With these few remarks for the present, I will close, hoping a more active and liberal sentiment may prevail.

G. H. VAN MATER,
Town Superintendent.

HOWELL.

As my attention has not, until the present year, been directed particularly to the condition of the schools in our township, I cannot say whether they are more or less efficient than formerly. Some of them, I think, are in quite a flourishing state, while others are behind, if not far behind, that condition which ought to be characteristic of the rising generation of this progressive age. But there are causes which prevent this desirable state of things, and one of the most potent is attributable to the insufficiency of the appropriations for educational purposes, in consequence of which a majority of the schools are closed a good part of the time. Two only in the township have been in operation during the whole of the past year, the remainder have been open from six to nine months each. Five of the schools have been kept free, averaging about two and a half quarters each. The average course of instruction for all the schools in the township is eight months. This township embraces ten entire districts, and one which lies partly in an adjoining township of another county. There is a house for each district, and the most of them in the township are quite commodious, and possess the advantages of ample play grounds. I have visited the schools once during each quarter, and found in most of them, on such occasions, considerable interest manifested by the parents, trustees, teachers, and pupils. The children always seem pleased, and vie with each other in hope of commendation. Quite a number of vis-

itors, friends of education, are sometimes present also. These visits of the parents, trustees, and others have a salutary effect. They not only tend to stimulate the teacher to a greater diligence, but also afford encouragement to the pupils. We have some very competent and successful teachers, some of whom are natives of this (Monmouth) county.

There are no County Examiners. The teachers are all licensed. The books most in use here are Webster's and Sanders' Spellers, Sanders' and McGuffy's Readers, Davies' Arithmetic, Smith's Grammar, Smith's Geography. I will join in the recommendation of selecting a uniform classification of school books throughout the State. It would certainly be attended with a very happy effect.

I will suggest the propriety of making some arrangements whereby teachers may be provided with suitable blank registers, to be filled up and handed to the superintendents, so that they may arrive at still greater exactness in preparing their reports. The people throughout the township are becoming every year more and more alive to the importance of popular education, and we hope ere long to witness their brightest anticipations in this respect more than realized. The happiness, the prosperity, and the influence of a community, or of a nation, depend almost entirely upon the mental condition and qualifications of its inhabitants. Therefore, let us employ every honorable means to have free schools established and maintained throughout the township and state, so that all may become educated. Then, and not till then, will our social, moral, and national existence become properly elevated and refined.

JOS. B. GOODNOUGH,
Town Superintendent.

MANALAPAN.

In compliance with the terms of your circular. I herewith

send you the statistical report of this township, and am happy, in doing so, to be able to inform you of an increased attention to the advantages and value of education. I think our common schools begin to be looked upon in a different light; instead of trying to hire the cheapest teachers, the trustees, for the most part, look more to qualifications and ability in their teachers than the mere pay, and a greater desire on the part of parents to have their children enjoy the advantages of our schools.

It is with pleasure I mention the erection of two new school houses, in almost sight of each other, each reflecting credit on their respective districts by the liberality displayed in their erection, and I trust the day is fast passing away when parents shall be willing to allow their children pent up in the seven by nine school houses of former years.

JOS. II. VAN MATER, JR.,
Town Superintendent.

OCEAN.

The superintendent, up to date, has been able to visit each of the schools in this township three times. The location of all the school buildings is healthy and pleasant, and generally in a central portion of the district. The edifices themselves, however, are generally in a very poor condition, being old, uncomfortable, and ill-ventilated. As much attention as is desirable is not paid by the different boards of trustees to the schools under their charge, many of them not visiting the school during the year, and knowing but little in regard to it. Perhaps, were the Legislature to grant a suitable remuneration to trustees for time spent in the performance of duty in this respect, as well as punishment for neglect of the same, there would exist a different state of affairs. In all probability the hope of reward would prove a greater incentive to exertion than the fear of punishment. There being no Board

of Examiners in this county, that duty has devolved upon the various boards of trustees, in connection with the superintendent, who have examined and licensed the majority of the instructors, finding them to be well qualified for their position. The districts, with two exceptions, are supplied with Webster's Dictionary, but not with Lippincott's Gazetteer. We trust, however, before another annual report, to be supplied with both volumes in all of our schools.

T. G. CHATTLE,
Town Superintendent.

RARITAN.

Our schools, with a few exceptions, compare favorably this year with one or two years past. The teachers have in the main shown themselves able and faithful, but financially the schools have suffered.

As to the working of our present school system, we think our observation warrants the remark, that it has in it, if faithfully carried out, a wise conservatism of what is good, and no small efficiency for a safe educational progress. A feeling is, however, prevalent with us, that it needs in some of its details a little modification. The "three dollar law," so called, is not popular here, except with such as are untouched by its application. The belief prevails, that should the State appropriate her present income to education, and raise the necessities of government by direct tax, the measure would be efficient and popular. It certainly would allay that rancor which is begotten annually, when the attempt is made by a local vote, to raise a generous provision for the schools.

The diversity of books in use is a serious and growing evil.

1. It utterly defies method on the part of the superintendent. Mentally there is dissimilitude in the training, such as precludes the appliance of any criterion that might serve as a measure of progress or a formula of grades.

2. It is a great burden on poor parents, involving, in frequent changes of books, an expense that is hard to be borne.

3. It is often unjust to the children, sometimes perplexing, and frequently demanding a great sacrifice of time in making the acquaintance of the new author. So serious is this that in some cases a considerable portion of a child's school days is irretrievably squandered.

A too frequent evil is the engaging of teachers before the license is granted, it being supposed that in such cases the superintendent will, as a matter of course, not withhold the final papers. It surely is the meaning of the law, that the teacher is legally incompetent until he has the warrant for his duties from the proper officer.

I would suggest, as the only way to secure full and reliable statistics from every school, that it would be a salutary enactment which obligated the trustees to furnish their respective schools a register, to be always the property of the school, and that the teacher should not be considered as fulfilling his part of the contract with the trustees if he failed in making it a faithful history of the school.

I would only add, that our school accommodations are in the main respectable and comfortable.

SAMUEL LOCKWOOD,

Town Superintendent.

UPPER FREEHOLD.

If a sum equal to three dollars a scholar was raised by taxation in our township, and added to the apportionment we receive from the State, and the interest on the surplus revenue, the schools in all our districts might be made entirely free.

Our teachers have been examined and licensed according to law.

No examiners have been appointed in our county. Four of our districts have kept their schools open nearly the whole

year, and have been free. Two others, being much smaller, have kept open only two-thirds of the year, but have also been free.

The remaining whole district, containing two hundred and ninety-four scholars and four public schools, raises a considerable proportion of its funds by taxing the inhabitants. The oft-repeated complaint of irregularity of attendance is almost as reasonable as it was before the establishment of our free school system. Probably an advantage would arise if the generality of teachers in country schools were better qualified to teach the higher branches of mathematics, and well versed in literature. Then there would not be so many parents and guardians who would send their children to distant boarding schools when they did not wish them to obtain a classical education.

EZEKIEL COMBS,
Town Superintendent.

WALL.

The amount paid for tuition in all the schools, is	\$2,190.00
I have received from town tax,	\$1,500.00
And from State and surplus funds,	387.14
	<hr/> 1,887.14
	<hr/> \$302.86

Making a deficit of the above amount, allowing the schools to average eight months. Our small districts, being sparse, labor under disadvantages: as a general thing, are opened only six months, or as long as the public funds last.

Our large districts are supplied with good teachers, at salaries averaging one hundred dollars per term. The small districts have inferior teachers, at salaries corresponding.

We have not, as yet, felt the effects of the State Normal School. We have to depend upon foreign teachers, who, I

regret to say, come the "Yankee" over us. They commence the fall term at a salary of one hundred dollars. The trustees and parents are desirous of their school being kept open in the winter, and these "Yankees," aware of it, raise their salaries to one hundred and twenty-five and one hundred and forty dollars, or leave the schools destitute. We had two instances of this kind this fall. I do not wish to be understood to be opposed to our Eastern teachers. We cannot do without them. Our schools in this section of the State would have been in a deplorable situation had we depended upon our own teachers. Allow me to ask you a question: Where are all our Normal School teachers? Why don't you send a few of them along shore? We have no County Examiners. The teachers are regularly examined in this township, in accordance with the law. But few of our schools are kept free, and when we have no money we have no schools.

R. LAIRD,
Town Superintendent.

MORRIS COUNTY.

CHATHAM.

In making this, my annual report, I am able to announce that the schools are in a flourishing condition, and that an increasing interest is felt by the people in the cause of education.

We raise by tax the full amount allowed by law. All of our schools have been free, one or two districts only having to raise small amounts to pay incidental expenses.

Our schools are supplied with competent and successful

teachers, all of whom have had considerable experience in teaching, with one exception.

The trustees are paying higher salaries than formerly, and the result is, we obtain the services of better qualified teachers.

We have no county examiners. The teachers have been examined and licensed by the town superintendent in connection with the trustees.

In district No. 7 the trustees have contracted for the building of a substantial brick house, to take the place of the present dilapidated wooden structure.

On the whole we have reason for encouragement and increased exertions.

BENJAMIN M. FELCH,
Town Superintendent.

CHESTER.

There has been no decided change in the schools of this township since the report of my predecessor.

The fact that I have held the office of Superintendent of this town only from April last, renders it difficult for me to comply strictly with every item specified in your circular.

In the absence of facts, owing to teachers not keeping a proper register, I have approximated the truth as nearly as possible, and placed the same under the proper heads in the table of statistics. No examiners have been appointed for this county, consequently the duty of examining teachers for this township devolved upon the superintendent. Being intimately acquainted with the schools in this township, I have licensed no teacher who was not amply qualified to take charge of the school applied for. Judging from past experience in examining teachers, I think there has been a decided improvement in their qualifications. Out of nine I have examined, only one was rejected on account of incapacity.

The teachers are all residents of this State, and will compare well with those formerly imported from the Eastern States.

With two exceptions they deserve great praise, considering the many disadvantages they labor under. The branches usually taught are spelling, reading, writing, analysis, arithmetic, geography, grammar and history. In two of the schools I found philosophy, algebra, and latin introduced. In most instances, by request, the trustees have visited the schools in company with me. It is to be regretted that parents are not more mindful of the duties and relation they owe to the school room. Seldom, if ever, do they call upon the teacher or visit his school. Every parent should make himself familiar with the whole routine of duties in the school room, and of what kind of discipline his children are brought under from day to day. He should do this not simply by enquiring of the pupils, but by actually visiting the school room. His presence there would do much towards encouraging both teacher and pupil. When a child sees a parent deeply interested in school exercises, sympathising with him in his difficult studies, and aiding him in improvement, it inspires him with new energy, and he will apply himself more closely to his studies.

Would it not be well for the state superintendent, or some other competent person, to visit those towns where so little interest is manifested, and lecture to the people upon the subject, and arouse them from their seeming lethargy?

Perhaps if our schools were free during the year, they would receive more attention. Under the present arrangement we have money enough to keep them open eight months; in order to sustain a school longer, a sufficient amount must be subscribed by those who patronize the school. When the subscription is circulated, one would be surprised to see with what reluctance the almighty dollar is subscribed. This gives rise to harsh epithets towards our present school system. Frequently do I hear the remark, "New Jersey boasting of

her common school system, while many of her schools, if kept open the whole year, (allowance being made for the usual vacations,) have to be sustained, as in olden times, by circulating that old-fashioned subscription." I am reminded that my report "should be brief," consequently I will not suggest to the legislature what alterations or amendments they should make in order that our school laws and regulations may be more highly estimated; they should be the best judge of that when assembled, with the State Superintendent's report before them. I should like much to see the annual report of the superintendent of education in the hands of every intelligent person. This report, if I mistake not, is sent to every Town Superintendent in the State, and unless I am farther mistaken, far the larger portion of them are carefully packed away for future reference, seldom, if ever, meeting the eye of the community at large. Were all familiar with this report, certain am I that Superintendents would not be daily annoyed with questions relative to the school fund and its apportionment.

In New York there is a fund connected with their system sufficient to educate every child in the State free of direct expense.

In Massachusetts and Connecticut the same thing is true. Connecticut, however, has an additional circumstance, that every man is compelled by law to school each of his children at least three months of the year.

In Pennsylvania, Ohio, Indiana, Illinois, &c., great pains have been taken to secure to the children of those States the means of a respectable education.

When we reflect that the prosperity and happiness of this republic depend upon the common school systems which are daily moulding the destinies of six million of children, should we not cherish the hope that the day is not far distant when we can with pride refer to our own State, and say New Jersey is among the first in bestowing the advantages of common

school education upon her portion of this mass of uneducated children.

S. H. DECAMP,
Town Superintendent.

HANOVER.

My present report is more nearly accurate than that of last year, though made up in part by estimate.

There has been some improvement in our schools during the year, but they are still, with few exceptions, deplorably deficient in every respect. Increasing interest in them is manifested by lamentations over these deficiencies.

The impression is deepening that our public schools must be made free. There is too much friction and too little responsibility in the working of the mixed system which prevails in this township. As we raise by tax less than one dollar per scholar, we have not money enough to make any school free for the year, except upon the bad plan adopted in one district of keeping a cheap school as long as the public money lasts, and doing without for the rest of the year, I am sorry to be obliged to say that Hanover raises less tax than some adjoining townships.

The amount reported under the heading, "Total amount paid for tuition," can scarcely be regarded as indicating the amount of money which will make all the schools free, for if made free and supplied with competent teachers, the number of scholars would be much increased and the expenses also.

No examiners having been appointed for this county, the teachers have been examined sometimes by the superintendent and trustees together, and sometimes by the superintendent alone.

JOHN M. JOHNSON,
Town Superintendent.

MENDHAM.

In consequence of the frequent change of teachers and the absence of proper school registers in some of our schools, I find it difficult to make our statistics as accurate as I would like, but I think the enclosed are nearly correct. I am happy to say that there is a lively interest manifested in this township in relation to the education of our youth. We have no county examiners in this county, therefore the duty of licensing teachers devolves upon the superintendent and trustees, which has been attended to according to law. The schools have for the most part been kept open during the year, but not entirely free. Our teachers have all acquitted themselves as they should, making their chief concern the welfare of their pupils.

JNO. V. MENAGH,
Town Superintendent.

MORRIS.

Of the present condition of the schools of this township, in comparison with the past, I am unable to speak from my own observation, having been in office only since April last. I think, however, there is a gradual improvement from year to year, and a good degree of interest is manifested among the people generally. As evidence of this, I may be permitted to refer to the amount appropriated by the township the present year for the purposes of education.

Still, it is true, here as elsewhere, that a considerable portion of our population set but a low value on the intellectual improvement of their children, and this, no doubt, is one of the chief obstacles to the progress of education. As a result of this, many children are very irregular in their attendance; others attend but a small portion of the year, and consequently are obliged to plod over the same dull road continually. with-

out any charm of novelty or stimulus of interest to enliven them.

Frequent change of teachers is another serious hindrance. About thirty different teachers have been employed in the sixteen schools the past year, and in some instances three different ones in the same school.

Our school houses would perhaps compare favorably with those of other portions of the State, but instead of being attractive and a source of just pride in the community, many of them, from the want of neatness, beauty and convenience are absolutely repulsive.

Frequent change of superintendents doubtless greatly diminishes the efficiency of the office.

Much labor and perplexity would be avoided, and greater accuracy secured in their reports, if the superintendent's term of office corresponded with the period embraced in the annual report.

All the teachers have been examined and licensed by the superintendent, as no board of examiners has been appointed. Only one school has been free during the entire year. In April last the schools in Morristown, four in number, embraced in the Morris district, were also declared free for the ensuing year. These schools are not graded, consequently the teachers labor under a great disadvantage, and the pupils suffer a corresponding detriment. I am happy to state, however, that efforts are now making to secure a building suited to the educational wants of the town.

In the last annual report from this township, reference was made to a case of litigation then unsettled. A decision has since been made, to the effect that superintendents have no right to interfere with returns made by trustees. The question of duty here involved should be made clear by legislative authority.

The statistical report accompanying this is as nearly correct as I have been able to make it.

HERMAN MEAD,
Town Superintendent.

PEQUANNOCK.

We may state that the schools are generally in a flourishing condition, and supplied in the main with excellent teachers. The attendance has generally been good, averaging, perhaps, nearly one-half of the number reported in the township. The interest on the part of parents, trustees and teachers is evidently on the increase, while the best methods and a thoroughness in the inculcation of first and fundamental principles, are increasingly pursued. A corresponding and in many cases a marked improvement and growth of interest is manifest by the pupils. Room for improvement, however, in all these particulars.

N. CONKLIN,
Town Superintendent.

RANDOLPH.

The schools in our township are not open the whole year, except two, the cause being want of funds, and when the funds are exhausted the patrons of the schools do not employ any teacher by other means. The chief trouble is, we do not raise a sufficient sum by tax to keep free schools a full year, the tax and State money together not being equal to \$3.00 per scholar for the year, and of course the tuition of a scholar cannot be effected by so low a sum. This makes a serious hindrance to the scholars' progress in some small districts where the schools are not open over five months, and that at periods of two and three months at a time.

But we are encouraged in our township by the fact that within the past year our district has completed a large and commodious building on the most approved plan, at a cost of some \$1100 or \$1200, and two other districts are erecting suitable and approved buildings, and having regard to the comfort and health of the children. The tendency is to ele-

vate the interest for schools and encourage the scholars, and I have no doubt but that our town meetings will, in a few years, raise enough by tax to keep the schools free the whole year. However, free schools in our township do not accomplish as much towards educating the children as those where they are not free, for in the former both patron and scholar think "it's paid for whether we attend or not," and consequently the great irregularity which grows out of such a feeling is by no means conducive to the scholars' progress. And another thing, the teachers do not exercise the same authority over the school as to regularity, nor feel so much like giving the children the same watchful attention and government that they would bestow, were they employed and paid by private subscription, for then, the more scholars, their reputation as good teachers could bring into the school, the larger would be their pay. Nine teachers out of ten look to the "loaves" and not to the "love of it."

But our present system reaches all the children, and if the opportunity is not embraced, legislation is not at fault.

JAS. H. NEIGHBOUR,

Town Superintendent.

ROCKAWAY.

The accompanying report has been compiled from registers, with much care and labor. So far as I know, the statements made in my report are facts, and not guesses. I make this remark because a recent circular from a committee of the State Teachers' Convention seems to imply a suspicion that the reports of some superintendents are guesses. All our schools are furnished with Wickham's Register, and the results now reported approximate exactness.

Our schools, with two exceptions, are free, and the exceptions are but little more than nominal, so small is the price for tuition, in addition to the public funds. On account of

this fact our schools are numerously attended, and all but about one hundred of the 1191 children have availed themselves, to some extent, of the privileges afforded. Our schools are not perfect, yet they are proving themselves to be very useful, and present appearances indicate that the voters of this town will not go back from their present position.

One obstacle in the way of our schools is the difficulty of classifying them so as to allow a teacher to drill his classes thoroughly. Some of our teachers have to divide their efforts on classes ranging from the alphabet to algebra. This difficulty is aggravated by irregularity in attendance.

Strange as it may seem, many of our scholars are not provided with books, and no urgency can induce their parents to correct the evil. In two populous districts thus hampered, I recommended that a few dollars of the public money be expended for books. The plan has worked well.

Besides these difficulties we have another serious one. There is not a school house in our township that is furnished as it ought to be for the use of an accomplished teacher. Some of our school rooms are after the venerable pattern of by-gone generations. The writing desks are boards nailed to the wall, thus placing the scholars' back to the teacher. Even our best school houses are not properly and fully furnished.

One practical difficulty we meet in the inequality of our school districts. Some have a small number of children, and they need schools as much as the populous districts, but the pro rata division of the public funds gives the feeble districts too little to keep their schools in working order, when, in fact, such need help more than the stronger ones. Thus No. 2 has near \$400, whilst No. 8 has only \$151. Yet the last needs a school as much and as long as the first, but the superiority of numbers in the first gives it more money than it needs, while its school costs no more than the second. The law ought to be so arranged as to give our districts an equal interest in the public funds. We have over \$3,000 of public funds, and 12 schools. Were this sum divided equally it

would give \$250 to each school. If we reckon teachers' wages as ranging from \$20 to \$30 a month, this sum would keep a free school in every district eight months in a year. If any district desired more the matter could be arranged by a small tuition bill charged to each scholar, or by a tax voted by the district itself. It seems to me that there is injustice in this part of our law, especially in a mountainous country, where of necessity some districts are small and some are large, and yet the cost of keeping a school in the one is as great as in the other.

Our schools have done very well under the circumstances, but there is room for great improvement. The most of our teachers are zealous in their work, and deserve commendation for success.

JOSEPH F. TUTTLE,
Town Superintendent.

ROXBURY.

I find it quite hard to make out a true report, on account of the teachers not having a register, therefore I have to make a list to the best of my advantage. I have visited the schools as often as the law requires—once every quarter,—and find it very pleasant and interesting. The schools have been well supplied with teachers in the past season. All except two have been experienced teachers, and a majority of them have had a moral influence over the schools, which I find is far superior to any other method. And also in my visits, where I find such a teacher, I find the school prospering better than otherwise, and the children love their teachers, and are doing well. I think it ought to be the duty of every teacher before entering a school room, where he has so many different minds to train up, and in most cases the way the twig is bent so it is inclined to grow. And so it is with children: what they learn in the school room will be apt to be fol-

lowed out in manhood. Therefore I think no teacher can be too careful in training the young mind how to shoot. In some districts I think the schools have not been attended as well as they might. I think the fault is on the side of parents. Some teachers have said there has not a living soul been inside the school room during the quarter, even the trustees. In my experience as a teacher I find it has a great influence over the scholars to have their parents to call in and see them. If we hire a man to work for us, we generally keep one eye out for him. Why not, then, keep our eyes out over the one whom you have hired to train up your children, which is of far more advantage to you?

The books most in use are Webster's Speller, Sanders' series of Readers, Smith's series of Geography, and Colton and Fitch's and Thompson's Arithmetic, and Smith's Grammar, and others are used.

S. D. BUDD,
Town Superintendent.

OCEAN COUNTY.

BRICK.

The blank report forwarded by you is received, and although the time has fully expired when the reports from the districts should have been received, as yet the Town Superintendent is not in possession of the requisite means of completing his report, having received reports from only four districts. To report these would not correctly represent the condition of public schools in the township, and we have therefore deemed it best not to fill the blank with inaccurate and false statements.

If this difficulty exists to any extent in the State, would not supplying the teachers with blank reports, to be filled up and returned to the Town Superintendent, remedy the matter?

No material changes have taken place in the districts during the year. Six schools are in operation at this time, and one or two others are looking for teachers.

While we are unable to boast of much advancement in education, we are nevertheless gratified to believe that there is some improvement.

We feel an interest in the State Normal School, and trust our turn will soon come to realize some of the benefits growing out of that invaluable institution.

WILLIAM F. BROWN,
Town Superintendent.

JACKSON.

There is no special alteration in our school districts. We have nine districts, seven of which have schools at the present time. I have been very particular in visiting each school once in every quarter, and consulting with the trustees and teachers, and I find that there is a gradual advancement in our schools; parents and children seem to be taking an interest in their education. We have no County Examiners, and therefore it has been my duty, with the trustees, to license by certificate those teachers who made application and were considered competent; some have made application whom we considered incompetent. We have endeavored to employ the best teachers we could get, both for education and moral character.

JOHN CONINE,
Town Superintendent.

PLUMSTED.

We have had some trouble this season concerning the pay for the teachers, as we received no money from the county collector until October, and then only part of the money that was due the schools in May. For some cause the money has been kept back, which has caused some hard feelings.

The amount of money being small that we receive for school purposes, it will not keep our schools free only about eight months in a year. I would advise that we may have some more money, that our schools may be kept free all the year.

All the schools in this township now have licensed teachers, and now are in session, except one. We have two high schools in New Egypt, and one free school.

In this township we have five whole districts and three half districts, part being in Jackson township.

The whole number of children in the township between the ages of five and eighteen is 706.

• EMANUEL C. HODSON,
Town Superintendent.

STAFFORD.

I have taken some considerable pains in filling up the report, but have not been able to be precise, as our schools are very irregular, and teachers change often. Our teachers are paid by the patrons at the rate of two dollars per scholar, the public money due each being deducted out of each bill. There are two districts, parts of other townships.

I have licensed all the teachers, there being no examiners appointed.

The great want of money to make our schools free is very much felt in our township, as the majority of our people are poor, and unable to pay for schooling.

I only send this as an explanation of why I have not filled the report, and not for publication.

THOMAS LIPPINCOTT,
Town Superintendent.

UNION.

I herewith transmit a report of the schools in this township, as far as lies in my power. It is very imperfect indeed, owing to the indifference of the trustees and teachers in the different districts. I regret that I have to say that I do not think the trustees of either district have visited the school room more than once since last spring, and in several instances teachers have been employed for a few weeks at a time, and the first notice I had of the school being open would be a draft for money. In some of the districts a pretty good school has been open for some three quarters of the time; in others, a rather indifferent school for about one half the time, and in one small district none, so that you will see it is very difficult to come at the average attendance. As near as I can come at it, the average number of scholars in attendance has been, so far, about one quarter of the number returned.

J. EDWARDS,
Town Superintendent.

PASSAIC COUNTY.

MANCHESTER.

I herewith transmit my report for the current year, which is as accurate as I can possibly make it, from the data which I have been enabled to obtain. District No. 1 is a union district, composed of part of Wayne and part of Manchester townships, but the school is held in Manchester, hence I include it in my report. The greatest influence of evil to the schools in this township is the change of teachers, which influence might be checked, if proper inducements were held out to teachers in a pecuniary manner. Although the Board of Freeholders have, as usual, made appointments of county examiners, yet the people of the township, (owing to the fact that such examiners know nothing about the requirements of the schools,) have requested me to perform the duty of examining and licensing the teachers, which duty I have performed. Another evil is, that the patrons and trustees very seldom, if ever, visit the schools, but leave all to the teacher, whose energy is crushed, from the belief that his labors are not appreciated. If the community could comprehend the beneficial effects that such visits would have both upon teacher and pupil, I am satisfied they would not absent themselves from the school room. The revenues of the State should be applied to the schools, and property should be taxed for the support of government, for in making provision for the schools at our town meetings, the election for raising a township tax is frequently lost, through the means of many voters not being interested in the schools, and many think it an aggression for them to pay for the tuition of their neighbors' children,

while there was no such provision made for them in educating their own, who have now grown to manhood.

A. W. A. HENNON,
Town Superintendent.

PATERSON.

I have nothing to add to my report of last year in reference to our school buildings, &c. Our public schools have remained open during the year, (except vacation,) and free for all the children in the city who are within the prescribed age. The number of scholars in these schools has not been as large the present year as it was last. This has been occasioned partly by the increased demand for the labor of children in the early part of the year, and partly by the opening of an additional number of private or pay schools in the city.

Since the re-organization of our schools under the act of 1856, the board of education has at no time been destitute of members who have labored assiduously to promote the cause of education. They have endeavored to frame rules and regulations for the government of the schools, which would tend to harmonize their constituents, and to thus bring together into one school, under one government, in one spirit of fraternization, under the congenial and moralizing influence of able and efficient teachers, all the children of the city. Present appearances indicate, however, that they have not yet been able to accomplish the whole of their object; but they have the gratification to know that the cause of education has at no time stood higher in the estimation of our citizens than it does at the present time. And I venture to add, that the schools under their care are in a healthy and flourishing condition, and will appear favorably among those of higher pretensions.

There remains, however, another side to the picture: there is a class of children whom we cannot bring within our fold.

Their days are spent in begging from door to door, to administer to the wants of their inebriate parents. Cannot anything be done for these suffering little ones? Would it not be better to prepare for such a place of refuge, where they might be screened from the evil influences under which they exist, and thus dry up at least some of the fountains of crime than to let them grow up until they become hardened in villainy, and then add another wing to our over-burdened penitentiary to receive them, after their villiany has been perpetrated? Can you do anything to benefit this unfortunate class? Their miserable condition calls for the sympathy of every philanthropist.

C. S. VAN WAGONER,
Town Superintendent.

WEST MILFORD.

I regret that I am not able to send you a more explicit report, but the teachers have not kept a "daily list," nor have the trustees reported the number of pupils who have attended regularly.

I think if it were possible for us to receive all our State money in June, it would be a great advantage to our schools. We appropriate a certain amount for each quarter. The State money would then assist us through the summer. Our township money, coming due in November, will aid us through the winter.

ISAAC P. COOLEY,
Town Superintendent.

SALEM COUNTY.

LOWER PENNS NECK.

I hereby transmit to you my report, as correct as I possibly can. I did not receive from my predecessor in office any account of his proceedings from the fifteenth of last December till the expiration of his office, therefore, I have to get my information from other sources, which is imperfect. The chosen freeholders of our county did not appoint examiners last May, which I think is a disadvantage to the schools generally. In sending you the number of teachers, I have given you the whole number employed through the year, as the trustees mostly employ female teachers about half the year, and males the residue of the time ; consequently, there are too many changes for the benefit of the schools. We have had two teachers from the Normal School, who have given satisfaction.

Our schools are free, with the exception of small assessments to pay incidental expenses.

MARTIN PATTERSON,
Town Superintendent.

UPPER ALLOWAY'S CREEK.

The schools in this township have been conducted during the year with about the ordinary degree of efficiency. The school houses, with one or two exceptions, are good, and well adapted to purposes of education.

The general appreciation of the true nature and importance of public schools seems to be advancing ; in some instances, however, teachers of a very inferior grade have been em-

ployed. Not many pupils of the Normal School have yet found occupation in this township; this want must continue to be felt until the districts are willing and able to employ teachers that are capable of teaching, &c.

DAVID SHIMP, JR.,
Town Superintendent.

UPPER PITTSBORO.

I have visited all the schools in Upper Pittsboro township once each quarter, and some of them twice, and have nothing in particular to report from what I have heretofore.

Schools have been kept open the whole year in No's. one, two, three, and eight; in No's. four and six six months; No. five nine months—these are the whole districts; the fractional districts I get no report from, but most of them only three months.

At the unanimous request of the inhabitants of districts No. two, three, and eight, I set off a new district—called it the Old Union district, it having been broken up about six years since; said inhabitants repaired the old school house by voluntary subscription. Washington school house, No. four, has been repaired, and there are others that need it badly.

Upon the whole I think there is a little more interest manifested by the inhabitants, but much more ought to be.

English Grammar and Geography is taught more than formerly. We raise at town meeting six hundred dollars, but the number of scholars increase. We receive from the State and surplus revenue five hundred and forty dollars and eighty cents, and this, in some of the districts, will pay one-half of the tuition.

We have as yet an endless variety of school books. Webster's Unabridged Dictionary and Lippincott's Pronouncing Gazetteer are in all the whole districts, and an order has been sent for them for the said Union district. McGuffey's and

Sanders' Readers are introduced in some of the schools, but in many of the districts there is a difficulty in getting the scholars classed for want of a uniform system of class books, and I regret to say the trustees do not visit the schools as often as they ought to, and some of them never. I have recommended the teachers to attend the Teachers' Institutes; a few of them have.

JAS. COMBS,
Town Superintendent.

SOMERSET COUNTY.

BEDMINSTER.

In compliance with your request, I have filled up your blank as far as practicable. Your report requires a statement of all school matters from December of one year to December of the next. It is not without difficulty that a report embracing that time can be obtained by me, as I was elected last April. Our teachers in this township are mostly natives of this place. We have two teachers, graduates of the Normal School. The greatest trouble in our schools is want of regular attendance by the scholars. Our teachers are all licensed by our county board of examiners. The children that attend our schools are mostly small, especially in the summer season. The branches taught are spelling, reading, writing and arithmetic, geography and English grammar. There are few scholars far enough advanced to study that attend school in the summer. School has been kept in all the districts the past year, with the exception of two; one of those has been

kept open six months, the other not at all. The school houses are generally in good repair.

D. M. TODD,
Town Superintendent.

BERNARDS.

My annual statistical report is herewith transmitted of the eight schools in this township. Four have been open all the year, and the others from four to nine months. This is, perhaps, rather a larger average than usual. The attendance also has been somewhat better, but yet there is only a slow progress on the whole. While some of the schools have been conducted with increasing interest and efficiency, others have been stationary or even retrograding. Teachers of very inferior qualifications are sometimes licensed and employed, and houses neglected until they are unfit for occupancy. It is believed, however, that public sentiment is gradually improving in regard to education, and with it, of course, our public schools must improve.

JOHN C. RANKIN,
Town Superintendent.

BRIDGEWATER.

In submitting my report of the schools in this township, I have to say that the statistics therein contained are very nearly correct, though two of the districts are estimates, the reports having failed to reach me in time.

It will be seen by examining columns eighteen and nineteen that the sum of two thousand dollars has been expended for building purposes, and \$5,357.35 for tuition and ordinary school expenses, making a total of \$7,357.35 expended for public educational purposes within the current year.

Our school houses within the township are ten in number, six of which are in the modern style of school house architecture, with the late improvement of desks, &c.

The value of our school houses is exhibited in the following tabular form :

District No. 1—estimated cost, \$600—nearly new.

“ “ 2—actual cost, 700—built 1859.

“ “ 3—estimated cost, 1300—built 1859.

“ “ 4—actual cost, 1000—built 1859.

“ “ 5—actual cost, 6000—built 1855.

“ “ 6—estimated value, 40—{ Built beyond the
memory of the
oldest inhabitant.

“ “ 7—estimated value, 500—{ Built sometime be-
“ “ 10—estimated value, 40—{ tween 1830 and
“ “ 13—estimated value, 700—{ 1840.

For colored children, 40—

\$10,920

No's. 8, 9, 11 and 12 are parts of district, the children of which attend schools in the townships of Bedminster and Branchburgh.

Grammar and geography, with the elementary branches pertaining to an English education, are taught in all our schools. Algebra is taught in only four, and geometry, natural philosophy and other natural sciences are taught in but one single school in the township ; indeed, the teachers of all the other schools do not profess an acquaintance with these branches. I submit, that while the legislature from year to year is very properly appropriating moneys for the support of common schools, the same authority should further enact that all the teachers employed and paid by the State to teach these common schools should be qualified to impart instruction upon common things ; and what is natural philosophy, geometry and chemistry but a knowledge of the qualities, magnitudes and relations of the things we see every day, and by which

we are at all times surrounded? Would it not be well to provide by statute that the board of examiners should make a thorough examination of every candidate in the natural sciences above alluded to, in addition to that of the elements of language, arithmetic and geography? I do think the law should designate some standard by which to measure the qualification of teachers as well as to define the duties of examiners.

CALEB MORTON,
Town Superintendent.

BRANCHBURG.

The schools of Branchburg at present are in a flourishing condition. All the teachers now employed are teachers of considerable experience—teachers by profession. They have all been regularly examined and licensed by the examiners for the county. I don't know that the appointment of county examiners has any particularly beneficial effect on the schools of the different townships. The teachers are examined and licensed, and there the matter ends; very seldom being heard of again until that license is to be renewed. None of the schools of Branchburg have been kept free during the year, or any part of it. A portion of the money for school purposes is applied to each term kept.

THEODORE VOSSELLER,
Town Superintendent.

MONTGOMERY.

The schools in Montgomery township remain about the same as last year. I cannot say there has been any marked improvement. The attendance on the part of the children has not been as regular as we could wish. The majority of

the teachers who occupied our schools the last year still remain with us, which goes far to show they are well qualified for their work. Two of our schools are now vacant, and will probably remain so during the winter; the districts being small, depend too much on the public money. The schools are kept open until the funds are exhausted and then closed, thus depriving the larger children (who are kept at home during the summer,) from receiving any advantage from the public funds. They either remain at home, or attend in other districts, where they have to pay the whole amount of their tuition. I hope the time is not far distant when our schools will all be made free, and the advantages of an education be given to every child throughout the length and breadth of our land.

LAURENCE VAN DEVEER,
Town Superintendent.

SUSSEX COUNTY.

BYRAM.

I send you herewith my report of the public schools in the township of Byram, county of Sussex, for the last year.

I am unable to fill the column showing the amount paid for tuition in all the schools of the township over and above the public fund; as there are but two districts that keep their schools open a longer period than the public money will pay for; and this is done by collections made by the teachers from the patrons, the amount of which is not reported to me. In the remaining five districts the schools are open only as long as the public money lasts, and closed the balance of the year.

There is no board of county examiners in this county, and all the teachers in this township are licensed by the superintendent and trustees.

E. A. REEDER,
Town Superintendent.

FRANKFORD.

Herewith please receive the blank report you furnished, filled up as accurately as I have had opportunity of preparing it.

There is not, perhaps, a township in the state, possessing similar characteristics, in which a change of teachers is less frequent than in this. It speaks well, both for the stability of character of its inhabitants, and the worthiness of those engaged in instructing its youth. Fully one-half of our schools are taught by persons whose business is teaching, and who do not appear to seek or wish for any other employment. And, to say the least, the intellectual qualifications of all are up to, if not beyond, the mark of compensation afforded them for their services. As regards their moral fitness, it is everything that can be desired.

While it cannot be said that the cause of education is appreciated among us to the extent which its importance claims, it does not appear that Frankford is a whit behind her agrarian sisterhood in this respect. That, certainly, is not too flattering a picture! But that we are an agrarian community is greatly against us. Small districts are with us an inevitable necessity. Either to shut up the school houses for several months of the year, or put the hand unreasonably deep into the pocket, in order to keep them open the year round, is the dilemma in which the people of this, and all similar communities, find themselves. With the inadequate pecuniary resources to which small districts are necessarily limited, how is it possible for them to aim at the attainment of a high

educational standard? Will the graduates of our Normal School come to our aid; and for the pittance offered for their services, consent to give us the benefit of the superior wisdom and experience they are supposed to have gained? This is too much to expect of them. The well-practised marksman will not throw away his powder and shot upon sparrows when worthier game abounds. It is not surprising to find individuals, who see no other way out of this difficulty, advocating the abolition of the Normal School, and the substitution of County Teachers' Institutes liberally subsidised by the State instead. But this would be as unwise as to tear up the rails and smash locomotives and cars, and return to the old-fashioned mode of travelling by stage. That the Normal School is a good thing, a desideratum of the times, the best thing—i. e., in its way—to promote the sound education of our youth, is beyond controversy; but at the same time it is true that the richer and more populous school districts are almost the only ones that have thus far benefitted by it. Now it is plain, that it rests with the State, having founded a Normal School, to devise means by which its benefits may be extended to the sparsely-populated and less wealthy districts; and that they should have as good reasons to praise its beneficence as they who are so happily situated that they can avail themselves, year in and year out, of the services of a Trenton-trained teacher, without the necessity of making any more calls upon their wallets than their less fortunate fellow citizens.

I am not much of a political economist; but it does seem to me that there are at least three ways by which this anomalous state of things might be obviated—either first, by levying a state education tax, to be in part disbursed with a view to relieving the necessities of such districts as are unable, with their present restricted means to support well-qualified teachers; or, secondly, by withdrawing grants from institutions or objects less useful, not to say of doubtful claims to public support, and applying the moneys thus diverted to form a

supplementary fund to aid such districts ; or, thirdly, by modifying the distribution of the present state grant, so that able and populous districts shall have less, and small, needy districts more apportioned to them.

I can anticipate the objections that may be urged against either and all of these schemes ; and were it consistent with the required brevity of this report, would here try to answer them. But it is needless. Objections would come only from those whose individual interests would be likely to suffer by the adoption of any proposed plan for the general good. But would there be a dissenting voice heard from among that class, (not inconsiderable in numbers, I trust,) that bids purse stand aside that patriotism might speak ? I trust not. And then, will they who object, point out a more excellent way ? None, I presume, will deny that there is great cause for complaint in this matter, or that it is inflicting irreparable injury upon the rising generation who have the misfortune to be compelled to take the meagre installment of education at present furnished or none. This is a vital question. From amongst our rural population, not only is bone and muscle, but mind furnished, that holds at its disposal the destinies of the commonwealth ; and if our rulers and law-makers find in our present educational system aught that is spurious or unsound, or even inexpedient, it is manifestly their duty to supercede it by measures established upon a correct basis, rendering justice as far as possible to all alike, and removing out of the way every thing suggestive of peril to the welfare, present and future of the people. It was a wise man who said, " Knowledge is power." Has any one ever been heard to say, " Ignorance is power ?" Yet the latter is as true an axiom as the former ; and, sir, this state, this whole nation, feels its truth from centre to circumference. Meanwhile the genius of education cries to those who sit as our representatives in the temple of legislation, " the place is too strait for me ; give place to me that I may dwell !"

G. W. LLOYD,
Town Superintendent.

GREENE.

Having been but a short time in the capacity of Superintendent, I shall not be able to make you a very definite report. I have no facts of former years with which to compare with the present, and thus to exhibit the progress of education in our township.

As far as I am able to judge, I think they will compare favorably with those of adjoining districts. Our teachers have been examined and licensed according to law by the superintendent and trustees, as we have no county examiners, and have borne a satisfactory examination.

There are five districts and a fractional one in this township. The fractional one I did not mark down in my tabular report, owing to the school house being in an adjoining township.

There are no free schools in this township.

J. S. B. RIBBLE,
Town Superintendent.

HARDYSTOWN.

In transmitting my report for the current year, allow me to say that the gradual progress of education, like the growth of cities, is plainly seen even by the most casual observer. Systematic methods of teaching in our township have tended to give a new impetus to the "young idea," and in all our schools the ancient system of come up and read, is done away with and the modern analytical system adopted. Its effects are known and appreciated. The hand writing is on the wall that we, the rising generation, are destined to be a great nation. We have no teachers from the Normal School of New Jersey, but have some very efficient ones from Yankee Land, and I must say they are the most successful ones we have. Two new districts have been formed the past year, and

suitable houses erected by voluntary subscription in the districts. No extra taxes have been levied. No county examiners have been appointed. The amount of money for school purposes is about the same per scholar as last year. No other changes in the township.

THOMAS C. ELSTON,
Town Superintendent.

LAFAYETTE.

I am happy to inform you, Sir, that there has been more interest evinced in proper educational purposes in my township this year than there was the two preceding years of my term. We have been liberal enough to grant one dollar per scholar tax ; last year we had none. I have but one fault to find with our teachers, and that is they are not all competent although as good as we can procure ; some of the districts are too small to afford sufficient remuneration for competent teachers. In district No. 1, I am pleased to say we have in the person of H. S. Fountain a persevering, energetic and entirely competent teacher. Another thing we lack in this township, we have no county examiners. Our Teacher's Institutes are doing an immense deal of good, are attended by a large majority of the teachers, and a coming meeting is looked to with a great deal of interest. The advantages of these institutions can not be over estimated in the amount of benefit they confer upon teachers, and their pupils certainly should derive much benefit from the new ideas imparted to them by their taught teachers.

It is to the teacher and pupil an essential and highly remunerative agent in our educational system. Our schools are now all supplied for the first time with Webster's Unabridged and Lippincott's Gazetteer. The system of raising money by taxation is bitterly opposed by many in this township, and I

am sorry that we have nothing better, but will support the measure because it is certainly better than none.

We ought to have a general law of taxation, as it will be more easily borne by the people.

L. D. MILLER,
Town Superintendent.

NEWTON.

I am happy in being able in this report to speak of the improved condition of our schools over that of any previous year since my connection with their supervision. True, this improvement is not so marked as we could desire, yet it is gratifying to feel that we are making any progress. Most of the schools have continued in session the entire year; no teacher has failed to complete his engagement, and the average progress made has equalled, if not excelled, that of any previous year, so that in my opinion the township has received a rich equivalent for the money it has expended in the cause of education. Notwithstanding the improvement to which I have referred, we are suffering from a variety of evils which tend greatly to embarrass our educational efforts, one of the most prominent of which is the miserable condition of some of our school houses. The friends of education and progress in some of our rural districts have been making earnest efforts to secure the erection of better buildings for that purpose, but the "old fogy element" has thus far prevailed, and vetoed every attempt at improvement in this line. When will parents and guardians become satisfied that it is a species of false economy to deny their children the benefits of a comfortable school house in which to pursue their education? In District No. 7 (Newton,) we have five hundred and sixty scholars between the ages of five and eighteen, and to our shame be it said, we have not a single school house which is the property of the district. True; we have an old academy building which is

used for district purposes, but which is utterly incapable of accommodating one-fourth of the children of the district. The consequence is, we are obliged to depend upon the select schools of the village, and allow them their due quota of public money. This is all wrong, for these select schools are in no way subject to the control of the district trustees, and, in my opinion, are not legally entitled to one dollar of the public money. Still, in absence of other suitable accommodations, it is but just to the inhabitants of the district that the money should be thus distributed.

I do believe the most serious obstacle to the universal education of our youth, is found in the fact that our men of wealth and position, instead of lending their influence to improve the character and elevate the standard of the common school, seem desirous to secure advantages for their own children a little superior to those furnished by institutions that bear the name of "public," and are open to all; and so they patronize and sustain the private school, giving it all due encouragement, but look with coldness upon any attempt the district teacher may make to fasten his school upon their affections, by making it worthy their patronage. This is certainly wrong. Colleges and higher seminaries have their appropriate spheres of action, but they are for the select few; the masses must look to the common school for that elementary training which is to serve as a basis for a thorough education. And no community, however wealthy and influential its citizens may be, can afford to see the banner of common schools trail in the dust. It is an institution that crossed the Atlantic with our Pilgrim Fathers, or rather it was the offspring of religious freedom, first rocked in a Plymouth cradle, since which it has travelled all over our land, the effectual pioneer of religion, liberty, and civilization. It has the ring of true democracy about it, for it is at the public school that the children of all grades and conditions in society can meet on equal terms, while "merit" is the only acknowledged standard by which favors are granted or rewards distributed. Let us then

recommend this institution, by exhibiting its glorious fruits. Let parents bequeath to their children less, if need be, of gold and silver, and more of knowledge and virtue; labor less for the meat that perisheth and more for developing those powers of intellect and that love of truth and rectitude which alone constitutes man as "made in the image of God."

An exceedingly interesting session of our County Teachers' Institute was held at this place in October last, under the supervision of J. D. Reynolds, Esq. The attendance was larger than at any previous session. These Institutes have already produced a marked improvement upon the character of our teachers, and have been of incalculable service in promoting the educational interests of the county.

HENRY D. CHAPIN,
Town Superintendent.

SPARTA.

I herewith transmit my report for the current school year. There are in this township nine whole districts and three fractional ones. The trustees of the several districts have reported to me the number of children in their respective districts between the ages of five and eighteen. The average number of months the schools have been kept in operation is seven and two-thirds. In district No. 5 the school has been kept open through the year, allowance being made for vacations; in No. 4, ten months; in No. 9, nine months; in Nos. 3 and 7, eight months; in No. 2, seven months; in Nos. 6 and 8, six months, and in No. 1, four months. In districts Nos. 2 and 3 the schools have been free; in Nos. 7, 8 and 9 they have been nearly so, and in Nos. 1, 4, 5 and 6 they have been free about half the time. There has not been that progress in the schools of the township that I would like to have seen, yet I think a few of them are advancing in the right direction. The reason why many schools have not made bet-

ter progress may be attributed to various causes. One is the frequent change of teachers; another is the inability of the employers to pay well-qualified teachers, and another is the desire to procure cheap teachers, not cheap in the true sense of the term, but in a mistaken view.

In regard to the school houses, I cannot speak very encouragingly. There is but one good school house in the township, that is in district No. 4. There are a few tolerably good ones. None have all the needful fixtures. As to the ventilation of the school houses of this township, I must say that the majority of them have been well attended to in this respect. But this has not been done altogether by art. Time, and the wear and tear of years, "have done the mighty work." I think these rude structures, which are mere apologies for school houses, will not be suffered long to mar the beauty of this romantic region. In district No. 7 they are about to build a good school house, and in other districts they are agitating the subject. All the school houses are wooden ones. Only one has more than one room. That is in district No. 5, in the beautiful little village of Sparta. This is a building that has been pointed out for over forty years to passers-by as the Sparta Academy. It seems a pity that this antiquated and dilapidated structure was not replaced by a more noble school edifice, one in which the youth of this district will delight to be found. The more progressive men of this district long for a better building, one which they may point to with pride, and where they may send their sons and daughters for the purpose of receiving an education. They hope the good time will soon come.

The board of freeholders neglected to appoint county examiners, consequently the duty of examining teachers devolved upon the superintendent and trustees. There have been employed in the schools of the township during the year, ten male and nine female teachers. All have been examined and licensed according to law, but three, who have just commenced teaching.

It is frequently the case in this township that teachers begin their schools before procuring a license. I have tried to point out to the trustees the evil of this course, and shall urge upon them not to allow teachers to commence their schools before obtaining a license. I think if they adopt this course, much difficulty will be avoided. At the last town meeting, the people agreed to raise the sum of one dollar per scholar, which is an advance upon that of last year of four hundred and sixty dollars. This looks as if the people were waking up to the subject of free schools. I am told by many that the best way to bring about this result would be for the State to apply its income from the railroads, &c., to the support of free schools, and to meet the expenses of government by taxation, and others have suggested that a school poll tax be levied upon the legal voters of the State for this purpose, as they think this would be paid more cheerfully, and that all would be more interested. I confess I see no particular objection to this mode, as then the poor man would not feel that he was altogether dependent upon the rich for the education of his children.

I have visited all the schools in the township, but in my visitations I have seldom met the trustees or employers in the school room. The books mostly used in the schools of this township are, Sanders' series of Readers and Hale's History of the United States, Elementary and Town's Spelling Book, Smith's series of Geography, Smith and Thomson's Arithmetic, Smith's English Grammar, and Davies' and Thomson's Algebra. Webster's Unabridged Dictionary and Lippincott's Gazetteer are in all the schools.

The whole amount of money appropriated for school purposes this year is \$1,610.47, which is made up in the following manner: Due from last year, \$456.67; received from the State, \$493.80; and raised by tax, \$660. Of this amount \$703.57 have already come into my hands. Of this sum I have paid out for tuition, &c., \$505.15, leaving a balance in my hands of \$198.42. You will perceive that my report of

attendance, &c., differs materially from that of my predecessor. Until the teachers are compelled to keep a register, the statistics must necessarily be more or less imperfect. In some districts no registers have been kept. In such cases I have had to depend upon my own knowledge and that of the trustees. I have urged upon the trustees the importance of procuring registers for their schools, and requiring the teachers to keep them properly. Not till then will the statistics be satisfactory. I have taken considerable pains to have the statistics of this township as near correct as possible under the circumstances.

MOSES DELANY,
Town Superintendent.

VERNON.

Some difficulty has heretofore existed in this township, which I have endeavored to lessen the past year, but without any great degree of success.

First, is in the employing of teachers by the trustees without a certificate of license, and not unfrequently without a knowledge of their qualifications as teachers.

In this way nearly all the teachers have been employed; the trustees waiting with perfect composure until the Superintendent makes his quarterly visit, at which time an examination is expected by him. An examination takes place. (The time occupied in this ought to be devoted in the examination of the schools.) The teacher employed sometimes fails to meet the expectation of the trustees. What is to be done? Teacher must be licensed! Why? Because the public money must pay teacher.

As Superintendent, I have always held myself in readiness to examine teachers whenever they might call upon me: and as I am teaching, and seldom absent, and the examination of

teachers almost invariably is left to me, trustees might avail themselves of this privilege, and avoid the embarrassment to the Superintendent, and the chagrin of the patrons of their schools, by sometimes hiring incompetent teachers. Such has been the case only in three instances the present year.

A portion of the teachers have reported to me their schools, others have left without making any, although earnestly requested by me to do so.

Some of the schools have employed as many as three different teachers during the year; thus making too many changes for the benefit of their schools. Others have employed but one; such schools show more advancement.

A majority of the schools are on the advance, while a part of them show very little improvement. The latter keep their schools in session only so long as the public funds will defray the expense, which is not sufficient to keep them in progress longer than six or seven months; while the others are supported in part by "rate bills."

Patrons are not frequent enough in their visits to their schools, leaving too much of the responsibility to the teachers. Visits from patrons would stimulate both teacher and scholar, as it would indicate a greater degree of interest in the cause of education.

Districts Nos 1, 2, 3, 4, 6, 13, 14, 16, 17, 18, and 19 have been free, varying from 3 to 12 months school; average 6 5-11 months. Districts Nos. 5, 7, 8, 9, and 12 have been supported in part by "rate bills;" average 10 1-5 months. General average of all the schools in the township, 7 $\frac{5}{8}$ months.

I am unable to give the true statistics of all the schools, as I have no report from some of the schools at all. The teachers promised to report, but have failed in their duty; therefore I must content myself with only an approximation to the truth.

The books most in use are Parker's and Comstock's Philosophies; Brown's, Wells', and Smith's Grammars; Thomp-

son's and Davies' Arithmetics; Thompson's and Davies' Algebra; Sanders' Series of Readers; Webster's Speller.

N. B. GIVEANS,

Town Superintendent.

WANTAGE.

I hereby send my annual report concerning the condition of the schools in the township of Wantage, which is divided into 21 districts, containing 1313 children between the ages of 5 and 18 years, of which number 700 have been at school three months, 209 for six months, 70 for nine months, and 66 for twelve months, making in all 1045 that have been in school during some part of the year.

Fourteen schools have been open twelve months, five nine months, and two six months, making two hundred and twenty-five months of school kept in the township, and an average of ten and two-sevenths months.

The wages of teachers are as heretofore reported. The number of teachers licensed during the year is twenty-seven—sixteen males and eleven females.

There has been one new school house built during the year at an expense of \$450, which reflects much credit upon the district in which it is situated; and during the last five or six years there have been four new school houses built, all of which are a credit to the township, and show that the people have an eye to the comfort and convenience of the children, even in school houses which have heretofore been much neglected.

The amount of money appropriated for school purposes this year is \$1025.14, State money and interest of surplus revenue, and \$1500 raised by the township, making in all \$2525.14, besides the four hundred and fifty dollars for the school house.

You will perceive that by subtracting 1,045, children that have been in school during some part of the year, from 1,313,

the total number in the township, there will be 268 that have not been in the district schools during the year, and then make all due deduction for those near the age of eighteen that have entered into other business, and those that attend the two select schools in our township, there must be quite a number that attend school nowhere. How this defect will be remedied I know not, unless the Legislature should pass a law compelling such to attend during some part of the year, for if it is right, (which I think no patriot or philanthropist will deny,) that the State should place the means of an education in the reach of all her children, then it follows as a natural conclusion, that unless they are by some way induced or compelled to lay hold on the proffered benefit, the object designed, for which appropriations are made, will in a measure fail; for if the inducements of paying their schooling and finding them books is not sufficient, I know of no way only to apply a more stringent mode, and take those children that now run our streets in idleness and place them where those means will be applied for their benefit, and it will prove a blessing to them, and they in return will be a blessing to the neighborhood in which they may live.

MOSES STOLL,
Town Superintendent.

UNION COUNTY.

PLAINFIELD TOWNSHIP.

The defect most seriously felt in the operation of public schools is the irregular attendance of scholars; it is indeed a great drawback on the benefits to be derived from these noble institutions. Parents in detaining their children at home from slight causes, incur a grave responsibility.

Classified as large public schools are, in a regular series of divisions from primary to the highest studies, there is no place for those attending only occasionally. They are left behind to fall in the next lower class, or to spend their time in an unavailing and fruitless struggle to keep up with their classmates, in which, study and the school soon become distasteful, and the boy who, with a fair chance, would have been one of the best and most resolute of the climbers up the hill of science, soon commences, as a truant, the downward road to vagrancy and ruin.

If some enactment could be framed to enforce a better attendance, by punishing parents instead of their children, it would be productive of good results.

C. H. STILLMAN,
Town Superintendent.

RAILWAY.

In addition to the items of statistics herewith transmitted, I have to report the condition of the schools of our township for the past year as very satisfactory. They have been mostly well attended; some of them, during part of the time, having had their capacity for accommodation pretty severely tested.

In the school house of Franklin district (our principal school), extensive alterations and improvements have been made during the past season, rendering the building much more convenient, and better adapted to purposes of education than heretofore. The system of instruction pursued at the State Normal School has also been introduced there, and although but lately gone into operation, its advantages and superiority over the old method are already very apparent. The school has been well attended, and the pupils manifest that degree of interest which is produced by cultivating the reasoning faculties as well as the memory. Besides the ad-

vantage to its own pupils, the example of a well graded and thorough school of this kind is found to have a good effect upon others of less pretensions in its neighborhood.

Under the head of "amount paid for tuition," I have set down the amount required for compensation of the teachers, (including those in parts of districts,) estimated by the average salaries paid during the past year. It will be seen that the amount raised by tax, including a special tax in two incorporated districts, will suffice for the payment of salaries. The amount received altogether will also be sufficient to meet all expenses, including the cost of alterations and improvements in Franklin and Washington districts. There is, however, a small arrear of indebtedness in those two districts, caused by former expenditures and deficiencies, which it will require some special effort to meet. A very small temporary exertion on the part of the patrons of these schools will accomplish this end, and it is earnestly hoped that such effort will be made to place their finances on a satisfactory footing. The regular town tax within the limits allowed by law, together with that received from the State, will not at present quite suffice to maintain our schools free during the year. When once out of debt, however, a small extra appropriation, less in amount than the special tax raised during the present year in the incorporated districts, it is believed will make up the deficiency.

I trust that in our next annual returns we will be able to report all our schools out of debt and free throughout the township.

WILLIAM E. BLOODGOOD,
Town Superintendent.

SPRINGFIELD.

The public schools in the township of Springfield have been in a better condition during the last year than for several years before.

The trustees of one district, which, since the division of the township, embraces nearly three-fourths of all the children in the township, have completed and furnished very handsomely a new school house, with large and convenient rooms for two departments.

The improvement in the school house has given a new impulse to the subject of education, producing a demand for a higher order of instruction, and for a greater amount of it.

The proportion of the children that enter the schools is greater, their deportment and their average daily attendance through the year are much better, and their improvement more encouraging.

In view of the experiment made here, we conclude that if all our districts were provided with tasteful and commodious school houses, the interest in our public schools and their usefulness would be greatly advanced.

O. L. KIRTLAND,
Town Superintendent.

UNION.

I have felt some difficulty in giving the total amount paid for tuition, &c. I suppose it is intended to include all that is collected of parents, in addition to public funds, which this year amounts to 801 76-100 dollars. As much, at least, has been collected on bills made out by the teachers, and I have accordingly filled the blank with the sum of 1603 52-100 dollars, which is below rather than above the amount. As our schools have averaged but nine months, to keep them open the whole year would require at least one-fourth more, raising the amount to 2,004 40-100 dollars.

As we have no county examiners, teachers are examined by the superintendent and trustees.

None of our schools are kept free.

ROBERT STREET,
Town Superintendent.

WESTFIELD.

With regard to the condition of our schools, I am happy to state that they are in a prosperous and flourishing condition. Much interest is manifested by the parents toward the interests of their children, in preparing them for the high and exalted duties which will devolve upon them as citizens of a great and growing republic; and they are becoming more deeply impressed of the value and importance of a sound education—an education that will expand thought and arouse the dormant powers of the intellect. When the mind is cultivated and improved, then the whole man is elevated, the capacities of his soul are enlarged socially, physically, and intellectually, and man begins to lift himself erect in the dignity of his august nature.

How important, at this crisis of our country, that mind should soar above matter; that the exercise of true patriotism and elevated piety and intelligence should be paramount to every other motive! If the honor, greatness, and preservation of our beloved country depend upon the manner in which our rising generation are educated and trained, how important and necessary that they should be educated and trained aright!

One great defect in the schools of New Jersey is the want of teachers from her own soil. We have eight teachers in our township engaged in teaching, five of whom are from the Eastern States, and although, to their commendation, I can cheerfully say that most of them are good teachers, our dependence upon them reflects no credit on the State of New Jersey.

Another defect is the constant changing of teachers. It is seldom that a teacher remains longer than a year in our best schools, and in most not longer than six months. I know of no remedy for these defects but by having a less number of districts and paying a well qualified teacher a fair compensation. A very few of our young men, at this present

fast living age, are willing to settle down and make teaching a permanent business, but most of them who attempt to teach do so merely to fill up the time and gather up the "loaves and fishes" as they pass along, utterly regardless of the great responsibility imposed upon them.

But we look forward to the future with encouragement, when the State will be in deed, as she is in name, an independent State; when she will not have to depend upon our sister States for the education of her youth, but that she will and is now educating and training her youth and maidens for the responsibilities of this sacred office. And we trust and hope that these public institutions will continue, as in times past, to receive the approbation, encouragement and patronage of the Legislature which their importance and our State demand.

FREDERICK A. KINCH,
Town Superintendent.

WARREN COUNTY.

BELVIDERE.

The town of Belvidere is divided, according to the statute, into two districts, each of which is incorporated. There are four schools, two in each district, graded and supplied with teachers in every way qualified, and to a good degree successful. The schools are kept entirely free through the whole year. In the first district there is a most prosperous condition of all things relating to the public schools. A large, commodious, and tastefully arranged building has been erected, and the few complaints that are made concerning the taxes, which are necessarily somewhat heavy, together with

the flourishing condition of the schools, evince a high degree of intelligent public interest.

It is to be regretted that a state of things equally flattering does not exist in the other district. Comparatively few think it worth while to turn their attention aside from the all-engrossing avocations of private business long enough to attend to the numerous details necessary to the support of prosperous schools, though, to their credit be it said, they are willing to vote for the highest assessment of school money which the law allows. There are some happy exceptions. They are fortunate in having teachers in every way worthy of better advantages and an appreciation more adequate to their merits. The school building is decidedly antiquated and unworthy of an intelligent and able community. Efforts have been made by those who have shown a commendable degree of appreciation of the advantages of public schools, to secure the erection of a better building, but those efforts have only developed the anomalous fact that the only unwilling party consists chiefly of that class who have the children to be benefitted but want the means. I trust a more favorable report of this district may be made next year.

Perhaps less interest is felt in public schools in both districts, on account of their enjoying the advantages of an excellent Classical Academy and Female Seminary.

E. L. CAMPBELL,
Town Superintendent.

FRELINGHUYSEN.

I forward you my report of the state of the schools of this township (Frelinghuysen) for the past year. It is an imperfect statement, but the best that can be made at present. Our schools are not kept open all the year as they should be. One of the reasons is, the difficulty of obtaining teachers. The people generally, desire only well qualified teachers, but

there seems to be a difficulty in getting them. Our Normal School may remedy, in time, this difficulty, but we have not as yet received any benefit from it. Those that we have, are as well qualified for their duties, perhaps, as any that can be found elsewhere, and seem to be faithful and diligent in instructing their pupils; our schools are therefore not retrograding. The studies pursued are, Spelling, Reading, Writing, Arithmetic, Geography, and Grammar in all our schools, and Natural Philosophy, Chemistry, Astronomy, and Physiology in some of them, and in one, the Latin language. Free schools we know nothing about in this township, nor are we likely to know anything about them under the present law.

W. C. McGEE,
Town Superintendent.

FRANKLIN.

Most of the school districts have not as yet made any report to the town superintendent, consequently I cannot fill up the blanks accurately, but as you suggest, where this has been omitted or neglected, the columns should not be left blank, but filled up; I have done so, and probably it is very nearly correct.

For the past year, three of our schools have been kept open for nine months; one for ten months. Two have kept their schools open during the year by paying about twenty dollars per term each, in addition to the public money. This township raises two dollars and fifty cents per scholar by tax, in addition to the surplus revenue, which is also voted for the use of schools. Since my last report the inhabitants of Broadway district have built a very comfortable school house.

No county examiners for Warren county the present year.

JAMES VLIET,
Town Superintendent.

GREENWICH.

In presenting to you my first annual report, I am pleased to state that all the schools in this township are now in active operation, and in a flourishing condition.

The teachers, as a general thing, are persons of much experience in teaching, and who intend to follow it as their profession, and not make it a sort of stepping stone to something else. But one of them has ever attended the Normal School of this State.

In seven of the districts, schools have been kept up for twelve months, by good and competent teachers. The eighth, being a small one, has been able to be kept open during four months only.

There are eight school houses in the township, four of which are first class houses, being constructed on the latest and most approved plan; two are passable, and two are not suitable to put children in. During the past year a fine brick house has been erected in District No. 7, "Straw," at an expense of \$800. A fine play-ground is attached, consisting of three-eighths of an acre, on which trees of different kinds have been planted, making it a very pleasant place.

In District No. 8, "Springtown," the house has been remodeled the past summer. No play-ground.

In District No. 9, "Oak Grove," they also have an excellent house, a good cistern, and a fine play-ground.

No examiners have been appointed for this county.

The schools have not all been supplied with the Dictionary and Gazetteer. I have visited each school at least once in every quarter. I was once accompanied by the trustees.

A good interest is felt among the inhabitants of the township in the cause of education, and it seems to be improving.

N. JENNINGS,
Town Superintendent.

HACKETTSTOWN.

In my report no enumeration is made of the pupils of the two select schools in our town. They are, however, small, numbering together about 45 scholars.

The teachers or principals of the free schools are not paid a stated salary, but receive the whole income of the schools, and pay their own assistants. This method, after repeated trial, is by our people considered preferable, as it affords an additional inducement for fidelity on the part of the teachers.

Our schools have been kept open the whole year, and the tuition varies from \$2 to \$6 per quarter, according to the branches taught, for the payment of which an equal apportionment of the free money is made for each scholar, according to the time of his attendance, and the remainder is paid by the employer. As this method gives permanency both to schools and teachers, we consider it better than appropriating all the free money for a free school six or eight months in the year, with a house crowded to overflowing, and a school with small attendance, supported by subscription alone the remaining four or six months.

The present school system is working favorably, while it is believed an additional appropriation by the State would add additional interest and energy to the cause of education.

JOHN S. LABAR,

Town Superintendent.

HARMONY.

The present enclosed report is as nearly correct as I have, from the facilities afforded, been able to make. The schools here, generally, are in a prosperous condition, and I am happy to say the teachers employed, generally, are those characterized by a devoted enthusiasm for their avocation—a sure element of success. All the schools are now in operation, with

the exception of two ; these are not now supplied with teachers, and have been vacant for a short time. The schools here are most of them kept all the year, (vacation excepted) with a few exceptions. Those who do not keep all the year keep till their public money is expended, then close for the year. The branches here usually taught are reading, writing, arithmetic, grammar, and geography. The higher branches are not taught here, except in one or two schools, where algebra is taught. An interest in the cause of education is here generally, though not universally, manifested ; a want of interest in the object of education is the secret of that slow progress in the march of literature that has rendered futile, to a great extent, all the efforts of the friends of education, and their schemes for its promotion and advancement abortive. When the energies of the people shall be aroused to their responsibility as a free and enlightened nation—when they shall co-operate in forwarding all the efforts of those now engaged in the great cause of science, then science, with all her stores and treasures, shall open her secret penetralia for our admittance, and lavish on us her riches ; then ignorance, like the mist before the sun, would disappear, and while religion and science, the palladium of our liberty, remain as our bulwark, the honors of our native land would be perpetuated, and its prosperity established on a firm and immovable basis. But what is to produce this effect ? Is it not to be effected through the medium of the press, the instrument that moulds through its productions the minds of the people, calling forth their attention to this great subject, or by means of public lecturers, by whom the advantages accruing from, and the worth of education, might be fully set forth to the people, and the best modes of imparting knowledge illustrated ? Is it not that such institutions as those of the 'Teachers' Association should be encouraged, and especially that men of influence and learning should put forth their might to accomplish this great object, until the public feeling on this subject shall be awakened ? Then would education in its influence be universal, and our

land, the glory of all lands, triumphant remain, as the herald of reformation in science and religion, to usher in the golden age of the mind.

JOHN W. CLINE,
Town Superintendent.

KNOWLTON.

We have now in our township nine districts. Last year we had ten. Last spring I vacated one and put the district to two other districts. We have nine school houses, two stone ones and seven frame ones, all in good repair. Efforts are made in many of our schools to procure good teachers, but in some districts as soon as the school money is gone the school ends. I think there ought to be some more money raised from the State, for what we get is but an injury. Examiners have not been appointed in this county, consequently the duty of examining and licensing teachers devolves upon the superintendent and trustees of the district. All of the schools have been visited, and all of the teachers have been examined and licensed.

MAHLON D. MOORE,
Town Superintendent.

PHILLIPSBURG.

In making this, my annual report, I have nothing special to communicate different from former years, except that there has been a gradual increase of interest on the part of the people in the cause of common school education, and a decided improvement of the children in all the schools. The teachers employed are well qualified, some of whom have devoted many years to teaching. They have all been licensed, and in their examinations have fully come up to the requirements of the law.

The schools have all been kept free. The amount of money from all sources, appropriated to school purposes, has been sufficient to keep them open all the year, allowance being made for vacations.

The school houses are all in good repair, and well supplied with black boards, maps, and other facilities for the benefit of the children. On one of the buildings there has been erected a belfry during the past summer, and a bell put up, weighing about one hundred and fifty pounds, the sound of which can be heard to the remotest parts of the district.

The principal branches taught are reading, writing, arithmetic, geography, grammar, history, and in two or three of the schools some of the higher branches are taught, such as book-keeping, algebra, mensuration, etc.

Contrasting the present condition of our public schools with those of twenty years ago, we have reason to be proud of the advancement made in the cause of education; and trusting that this good cause will continue to progress, we feel like taking courage for still greater achievements in the future.

J. R. LOVELL,
Town Superintendent.

WASHINGTON.

Enclosed please find partial report, communicating all the reliable information it is in my power to give concerning the public schools in this township. The teachers, with one exception have been changed since my accession to office, and the data in respect to attendance I have been unable to get in a reliable form. The pay of the teachers varies with the districts and seasons. Most of the districts make the school free, and close it when the free money is expended. The large districts have money enough to make the tuition free to all, the year round.

With one exception, the school houses in this township have

been rebuilt in a good and substantial manner within the last three years. One good house has been built within the year to accommodate the wants of one of the large districts. The amount of money raised in the township, together with that received from the State, is nearly enough to make the schools substantially free if properly distributed. If any importance is attached to getting reliable information in respect to attendance, terms of tuition, &c., the blank form of report should be forwarded in April, in order to enable newly elected superintendents to gather such information. An abstract of the school laws would also be useful.

A. P. BERTHUNE,
Town Superintendent.

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